

DOCUMENT RESUME

ED 338 280

JC 910 494

TITLE Approval of Las Positas College in Livermore: A Report to the Governor and Legislature on the Development of Las Positas College (Formerly the Livermore Education Center of Chabot College).

INSTITUTION California State Postsecondary Education Commission, Sacramento.

PUB DATE Sep 91

NOTE 122p.

PUB TYPE Reports - Descriptive (141) -- Statistical Data (110)

EDRS PRICE MF01/PC05 Plus Postage.

DESCRIPTORS *Capital Outlay (for Fixed Assets); *College Planning; *Community Colleges; *Construction Costs; *Educational Facilities; Educational Facilities Design; Educational Facilities Improvement; Educational Facilities Planning; Educational Finance; Educational Planning; *Full State Funding; Needs Assessment; Two Year Colleges

IDENTIFIERS *Las Positas College CA

ABSTRACT

The Livermore Education Center (LEC), an off-campus center of Chabot College, was established in 1975. In 1986, the South County Community College District designated the LEC a full-service community college campus eligible for state funding of facilities, and in 1988, the Board of Governors of the California Community Colleges approved Las Positas College (LPC) as the 107th college of the system. Although the college was built entirely with local funds, to receive state funds for capital expansion, the California Postsecondary Education Commission (CPEC) must formally review plans for the college, just as it reviews proposals and plans for new college campuses. This report constitutes CPEC's review of plans for LPC and its approval of the college within the California Community College System, making it eligible for state capital outlay funding as of the 1991-92 fiscal year. After part 1 reviews CPEC's conclusions and recommendations, part 2 describes CPEC's involvement in the college planning process and the history of the proposal for Las Positas College. Part 3 reviews the following aspects of the Las Positas proposal: adequate funding projections; alternatives to new campuses or off-campus centers; serving the disadvantaged; geographic and physical accessibility; environmental and social impact; effects on other institutions; academic planning and program justification; and consideration of needed funding which includes projected capital outlay projects for LPC from 1990-91 through 1994-95. Appendixes include CPEC guidelines and procedures for the review of new campuses and off-campus centers; a history of LEC and LPC; and a copy of the LPC master plan educational program. (PAA)

* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *

ED338280

"PERMISSION TO REPRODUCE THIS
MATERIAL HAS BEEN GRANTED BY

E. Testa

TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC)."

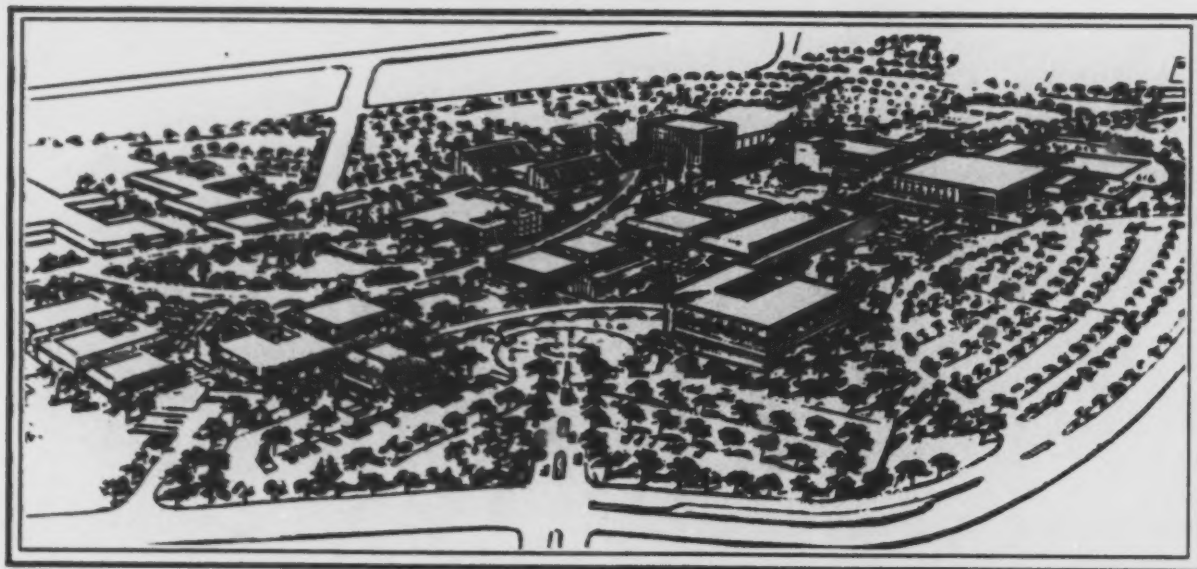
U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

☐ This document has been reproduced as
received from the person or organization
originating it.

☒ Minor changes have been made to improve
reproduction quality.

• Points of view or opinions stated in this docu-
ment do not necessarily represent official
OERI position or policy.

APPROVAL OF LAS POSITAS COLLEGE IN LIVERMORE



CALIFORNIA POSTSECONDARY EDUCATION COMMISSION



COMMISSION REPORT 91-15
PUBLISHED SEPTEMBER 1991

JC910494

Summary

The California Postsecondary Education Commission prepared this report pursuant to its responsibilities under Section 66904 of the *Education Code* to review proposals for new campuses and off-campus centers submitted by California's public segments of higher education.

Las Positas College began as an outreach operation of the South County Community College District in 1963 and grew into the Livermore Education Center in 1974. Subsequently, it was named by the Commission as one of a number of off-campus centers that should be "grandfathered" into approval status by virtue of having been started prior to April of 1974. It was approved by the Board of Governors as the 107th campus of the California Community College system in 1988 but had not been previously reviewed by the Commission due to several circumstances, including the Commission's desire not to review any proposals until after the statewide long-range planning process then underway by the Chancellor's Office of the California Community Colleges was complete.

As prepared by the South County district and the Chancellor's Office, the Las Positas College proposal is thorough and complete, and therefore the Commission recommends that the institution be approved as a full-service community college.

The Commission adopted this report on recommendation of its Policy Development Committee at its meeting on September 16, 1991. Additional copies of the report may be obtained from the Publications Office of the Commission at (916) 324-4991. Questions about the substance of the report may be directed to William L. Storey of the Commission staff at (916) 322-8018.

On the cover: Master-plan rendering of the college campus at full buildout.

APPROVAL OF LAS POSITAS COLLEGE IN LIVERMORE

*A Report to the Governor and Legislature
on the Development of Las Positas College
-- Formerly the Livermore Education
Center of Chabot College*



CALIFORNIA POSTSECONDARY EDUCATION COMMISSION
Third Floor • 1020 Twelfth Street • Sacramento, California 95814-3985

COMMISSION



**COMMISSION REPORT 91-15
PUBLISHED SEPTEMBER 1991**

This report, like other publications of the California Postsecondary Education Commission, is not copyrighted. It may be reproduced in the public interest, but proper attribution to Report 91-15 of the California Postsecondary Education Commission is requested.

Contents

1. Conclusions and Recommendation	1
2. Background to the Proposal	3
Commission Involvement in the College Planning Process	3
History of the Las Positas Proposal	3
3. Analysis of the Proposal	9
1. Adequate Enrollment Projections	9
2. Alternatives to New Campuses or Off-Campus Centers	11
3. Serving the Disadvantaged	14
4. Geographic and Physical Accessibility	14
5. Environmental and Social Impact	16
6. Effects on Other Institutions	16
7. Academic Planning and Program Justification	17
8. Consideration of Needed Funding	17
Appendices	21
A. Guidelines and Procedures for the Review of New Campuses and Off-Campus Centers	21
B. Annexation of the Livermore-Amador Valley and History of the Livermore Education Center	27
C. Letter from Clarence Walter Mangham to William Storey, February 25, 1991	35
D. Las Positas College Master Plan Educational Program, South County Community College District	39
References	81

Displays

1. General Location of the South County Community College District, Chabot College, and Las Positas College	4
2. Las Positas College Building Configuration	5
3. Las Positas College Master Plan, Phase I (Nearly Completed)	6
4. Las Positas College Master Plan at Full Buildout	7
5. Las Positas College, Rendering of Master Plan at Full Buildout	8
6. Enrollment History and Projection for Las Positas College, 1975-76 to 1992-93	10
7. Demographic Research Unit Enrollment History and Projection for Las Positas College, with Weekly Student Contact Hours (WSCH), Fall 1979 to Fall 1999	11
8. Las Positas College Enrollment Projection, with Weekly Student Contact Hours (WSCH), 1988-89 to 2005-06	12
9. Residence of Las Positas Students by City, Fall 1989	13
10. Las Positas College Student Characteristics, 1978, 1982, 1986, and 1988	15-16
11. Existing and Proposed Instructional Programs of Las Positas College, 1989 to 2005	18
12. Projected Capital Outlay Projects for Las Positas College, 1990-91 Through 1994-95	19

THE SOUTH COUNTY Community College District has maintained a presence in the Livermore area of Alameda County for the past 28 years, beginning with a few course offerings at the Lawrence Livermore Laboratory in 1963. Since then, what was once a small outreach operation grew into the off-campus Livermore Education Center of Chabot College, then a comprehensive "educational center" as that term is defined by the Board of Governors, and by 1988 into a full-fledged college in its own right. At present, Las Positas ("Little Wells") College possesses full independent accreditation from the Western Association of Schools and Colleges, and boasts an enrollment of some 5,700 headcount students (3,000 ADA).

It may be asked why the California Postsecondary Education Commission should review plans for a college that is already so well developed, since the Commission's normal role is to review proposals for new campuses and off-campus centers, not those already in existence. The answer is threefold:

1. Las Positas College began as an off-campus center of Chabot College prior to the time the Commission assumed its role as the reviewer of new campus and center proposals, and consequently it was "grandfathered" into official off-campus center status.
2. The Commission has historically reviewed only those proposals for which State capital outlay funding was requested, and while Las Positas was built entirely with local funds prior to the Proposition 13 era, it will need State funds for capital expansion in the future.
3. When the Board of Governors, in October 1988, voted to recognize Las Positas as the 107th college in the California Community College system, the Commission decided to defer all reviews of new campuses and off-campus centers until such time as the Board completed its long-range planning for new colleges and centers -- a decision that also affected the University of California and the California State University.

The result is a review after the fact: a circumstance the Commission is anxious to avoid in the future, but that cannot be altered in the current case. Fortunately, the proposal for Las Positas submitted by the South County Community College District and transmitted by the Chancellor's Office is exceptionally sound. Were it not so, the Commission would feel free to criticize it or offer advice for the future of the college, but there is clearly no need to do so. From all the evidence available to the Commission, the college is more than adequate in size, is blessed with a dedicated faculty and staff, is arrayed with a wide variety of programs, has an effective and ongoing planning process, and may be allowed more than a little pride for the quality of its operations.

Specifically, the Commission offers to the Governor and the Legislature the following conclusions that follow the eight criteria it uses to evaluate all new campus proposals:

1. The South County Community College District has provided comprehensive enrollment information for virtually the entire history of the center. Las Positas's current enrollment is more than adequate to justify its existence as a comprehensive community college.
2. The only viable alternative to approving Las Positas College as a comprehensive college of the system would be to classify it as an off-campus center. The effect of this alternative would be to deny it eligibility for State capital outlay funding for physical education and other facilities ancillary to its core academic program, thus denying it the opportunity to become a comprehensive community college. Given the population growth in the area and the comprehensive nature of Las Positas's existing programs, the Commission believes it should be permitted to reach its full potential.
3. The South County district has demonstrated that the college has an extensive array of services that currently facilitate access for disad-

vantaged students as well as well-conceived plans to expand those services in the future.

4. The district has fully described the physical, social, and demographic characteristics of the region, and has provided a transportation plan for continued access to the college. Commuting time from virtually everywhere in the Livermore Valley is reasonable -- a fact owing to an excellent site selection in 1965.
5. The Commission's fifth criterion -- submission of an environmental impact report -- is not applicable in this case, since the college is already built.
6. Regarding the Commission's sixth criterion of minimal effects on other institutions, any adverse effects of Las Positas are expected to be slight, given its isolation from neighboring community colleges. Both of the two closest community college districts -- Contra Costa and San Joaquin Delta -- support Las Positas as a full college. In addition, the college has had a strong cooperative relationship with California State Universi-

ty, ty, Hayward, for many years. The State University is consequently also in support of full college status for Las Positas.

7. The South County district has developed comprehensive academic plans and justifications acceptable to the Board of Governors and to the Commission, as well as to the Western Association of Schools and Colleges, which granted full accreditation to Las Positas in 1990.
8. The college is expected to grow in the future and has plans for the construction of several additional buildings. At present, however, the instability of the State budget makes accurate cost forecasting extremely difficult.

Based on these conclusions, the Commission recommends that Las Positas College be approved as the 107th college within the California Community College system and that it become eligible for State capital outlay funding as of the 1991-92 fiscal year.

**Commission involvement
in the college planning process**

Section 66903(5) of the Education Code provides that the California Postsecondary Education Commission "shall advise the Legislature and the Governor regarding the need for and location of new institutions and campuses of public higher education." Section 66904 provides further that:

It is further the intent of the Legislature that California Community Colleges shall not receive state funds for acquisition of sites or construction of new institutions, branches, or off-campus centers unless recommended by the commission. Acquisition or construction of nonstate-funded community college institutions, branches, and off-campus centers, and proposals for acquisition or construction shall be reported to and may be reviewed and commented upon by the commission.

Pursuant to that legislation, in 1975 the Commission developed a series of guidelines and procedures for the review of new campus and center proposals, then revised them in 1978, 1982, and most recently in 1990 under the title of *Guidelines for Review of Proposed Campuses and Off-Campus Centers* (Appendix A). As presently constituted, they require each of the public higher education segments to develop a systemwide planning framework that delineates plans over a ten to fifteen year period. Once that framework or statewide plan is submitted to the Commission, the segments are then requested to submit short-term plans for specific campuses or centers through a "letter of intent" to expand. If the Commission staff reviews that letter favorably, the segment is then invited to submit a specific proposal that is judged according to eight criteria to determine its relative merits, after which the Commission recommends to the Governor and the Legislature that the new campus or center be approved or disapproved. In the case at hand, such a review has been conducted for Las Positas College in Livermore, the second college of the South County Com-

munity College District. Displays 1 through 5 on pages 4-8 show the general and specific locations of the college, along with two views of the long-range development plan. Displays 2 and 3 most closely approximate the college as it exists today.

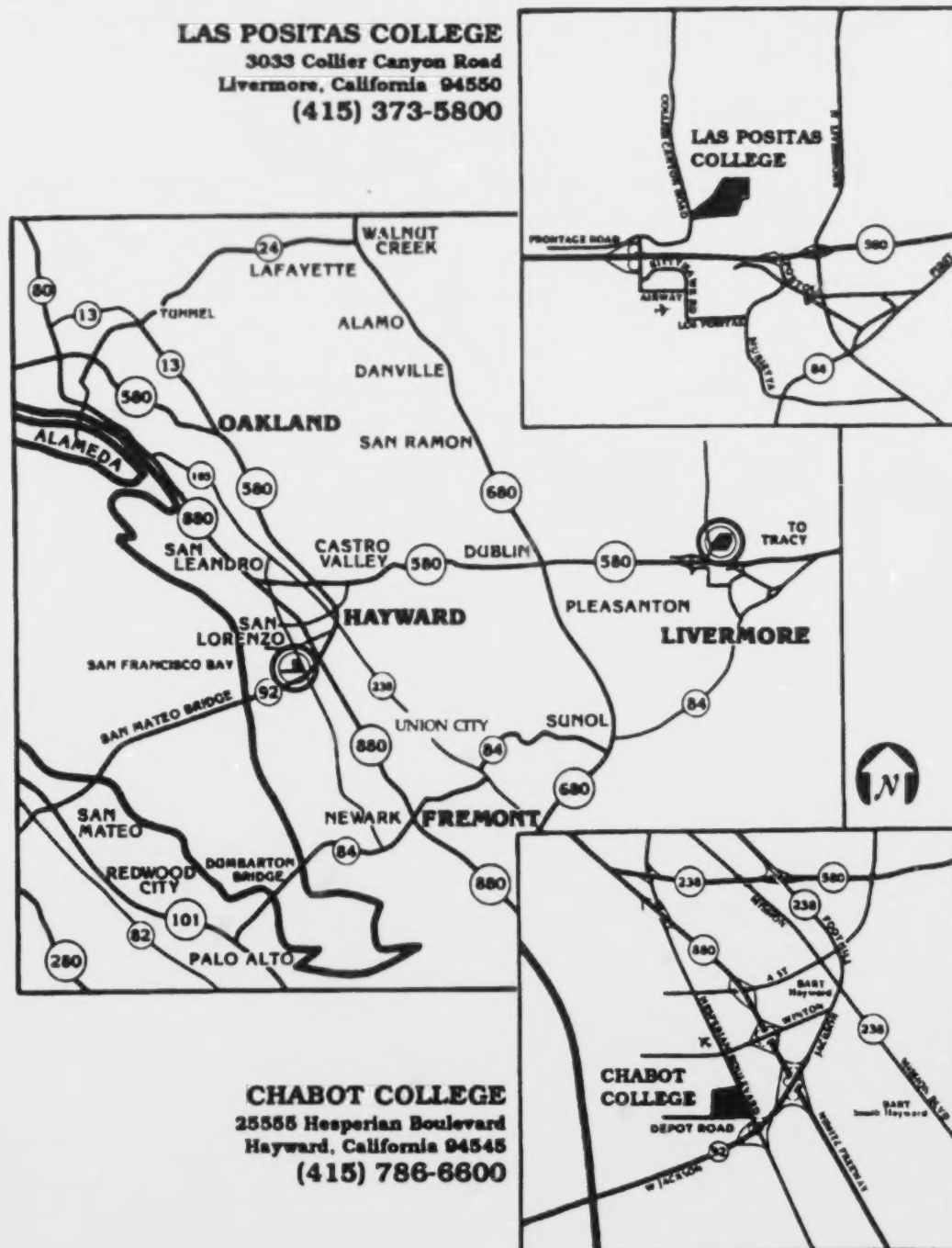
History of the proposal

Las Positas College has a long history, a complete chronology of which is listed in Appendix B. To summarize, classes were first offered at Livermore High School, Camp Parks, and the Lawrence Livermore Laboratory in 1963. Two years later, the district purchased a 147.55 acre site with its own funds, then appointed a full-time coordinator in 1967. Little was done for the next five years, due primarily to the defeat of various tax override measures, but in 1972 and 1973, the South County District Board of Trustees decided to initiate formal planning for an off-campus center to be known as the Livermore Education Center; this center was approved by the Board of Governors on February 21, 1974.

In September 1974, construction began on the Livermore site, with occupancy and the offering of the first on-site classes commencing in March 1975. The initial offerings included 70 classes in 22 subject areas with 606 day students and an evening enrollment of 1,524. By June of 1976, the center had completed its first full year of operation with a total average daily attendance of 1,515. In April of 1976, the South County district directed its staff to prepare a formal application to the Board of Governors and the Commission for full campus status. For various reasons, including the passage of Proposition 13 in 1978 and the ensuing crisis in the State budget, this application was not pursued by the district for several more years.

Through most of the 1980s, the center continued to grow, and it received its first formal recognition, albeit indirectly, from the Commission in 1984 when it was included in a list of community college off-

DISPLAY 1 General Location of the South County Community College District, Chabot College, and Las Positas College



Source: Las Positas College, *Institutional Self Study*, October 1990, page xv.

DISPLAY 2 Las Positas College Building Configuration

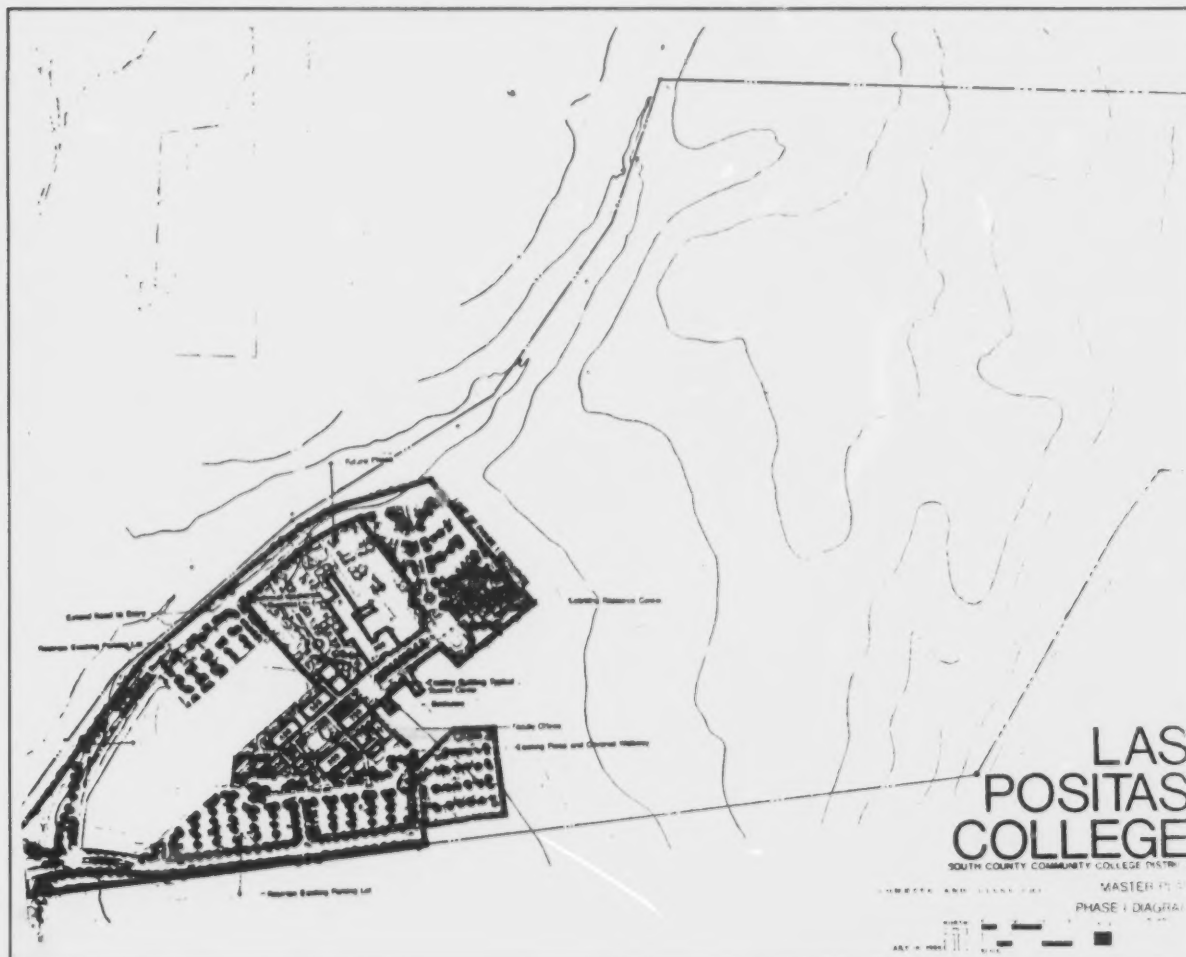


Source: South County Community College District, *Las Positas College Master Plan*, 1989.

campus centers that had commenced operation prior to April 1974. All such centers were "grandfathered" into approval status, and the Livermore Center was accordingly made eligible for State capital outlay funding under the provisions of Education Code Section 66904. This did not result, however, in immediate application for State construc-

tion funding, since district funds continued to be available. With those funds, the district met the center's needs as attendance grew to 2,161 average daily attendance by the 1985-86 fiscal year. By 1988-89, the center had expanded its original 15,000 assignable square feet of space to a total of 64,200.

DISPLAY 3 *Las Positas College Master Plan, Phase I (Nearly Completed)*



Source: South County Community College District, *Las Positas College Master Plan*, 1989.

In 1986, the question of full college status emerged again, and on September 16 of that year, the South County District Board of Trustees passed a resolution designating the Livermore Education Center as a full-service community college campus, and petitioned the Board of Governors for eligibility for State funding of facilities. As a practical matter, this had no effect on the center's eligibility for funding for regular academic buildings, since the "grandfather" action of 1984 covered that contingency, but it did affect eligibility for certain kinds of auxiliary facilities such as gymnasias, theaters, and student and faculty activity areas.

Following a series of discussions between the Chancellor's Office and the district, the Board of Governors formally approved the conversion of the Livermore Education Center to full college status in October 1988. In the spring of 1989, the district subsequently determined that the campus should be named Las Positas College.

Under normal circumstances, the Board of Governors would have immediately submitted a formal request for Commission approval of the new college, but since the Commission was then engaged in the long-range planning process that resulted in *Higher Education at the Crossroads*, and since that report

LAS POSITAS COLLEGE
 SOUTH COUNTY COMMUNITY COLLEGE DISTRICT
 CONCEPT AND SCHEMATIC ILLUSTRATIVE MASTER PLAN

called for the development of a statewide plan for community college development, the request for college status was temporarily deferred until the planning processes were complete. The *Crossroads* report was completed in January 1990, and the community colleges' *Long-Range Capital Outlay Growth Plan* in January 1991. On February 24, 1991, the Chancellor's Office requested the Commission to re-

Part Three of this report contains the Commission's analysis of the Las Positas College proposal within the context of the guidelines listed in Appendix A.

DISPLAY 5 *Las Positas College, Rendering of Master Plan at Full Buildout*



Source: South County Community College District. *Las Positas College Master Plan*. 1989.

IN THE California Community Colleges, the terms "outreach operation," "center," and "off-campus center," are often used interchangeably, as are the terms "campus," and "college." Since such usage can be confusing, and because these words have relatively precise meanings, it may be useful to offer the definitions employed by the Chancellor's Office:

Outreach Operation: This includes district-funded operations where courses are offered in such facilities as store fronts, off-campus community facilities, and other educational institutions. Facilities may be owned, leased, or provided free of charge, and used full or part time for educational programs.

Center (or Off-Campus Center): An officially recognized off-campus operation that meets the definition found in Education Code Section 81810, and that has been reviewed and approved by the Board of Governors and the California Postsecondary Education Commission. It may also qualify for this title by virtue of having been "grandfathered," meaning that it has been recognized by CPEC as having been established prior to April 1, 1974 (CPEC, 1984).

Campus: A full-service institution at a geographic location anticipated to have a full complement of programs, services, and facilities. A campus may or may not be administered by another college and may or may not be separately accredited. A campus may be an officially designated center or college.

College: A college is always a separately accredited, degree-granting institution, usually but not always on a campus, with a free-standing administration independent of any other college.

Las Positas College began as an "outreach operation" in 1963, became a "center" in 1974, expanded to a "campus" over the course of the next decade while remaining an off-campus center, and is now a "college" in the eyes of the Board of Governors.

Compared to all proposals previously reviewed by the Commission, Las Positas College is atypical in that it is not a new proposal but an already existing institution with a permanent site, faculty, and administration; a substantial enrollment (currently about 5,700 headcount students and 3,000 average daily attendance); and a relatively broad-based curriculum. Also unusual are the facts that the institution has been approved as the 107th college of the community college system, is administered by its own president, and has received full accreditation by the Western Association of Schools and Colleges. Because of its history, it would be accurate to describe the Las Positas proposal as unfinished business, a college that would have been reviewed by the Commission many years ago as a center had a framework for that review existed. Since the center was established in 1974, however, even before the Commission's original Guidelines and Procedures were developed, and since State capital outlay funds were not requested after 1974, there was no way to do so. Further, now that the center has evolved into a full campus, the Commission is placed in the difficult position of conducting its review after the fact. It was for this reason that the Commission instituted the new planning framework.

In spite of this difficulty, it is still necessary to determine whether or not Las Positas College meets the Commission's criteria.

1. Adequate enrollment projections

1.1 For new facilities that are planned to accommodate expanded enrollments, enrollment projections should be sufficient to justify the establishment of the campus or off-campus center. For the proposed new campus or center, enrollment projections for each of the first ten years of operation, and for the fifteenth and twentieth years, must be provided. When an existing off-campus center is proposed to be converted to a new cam-

pus, all previous enrollment experience must also be provided.

As the designated demographic agency for the State, the Demographic Research Unit has lead responsibility for preparing systemwide and district enrollment projections, as well as projections for specific proposals. The Demographic Research Unit will prepare enrollment projections for all Community College proposals.

(Criteria 1.2 and 1.3 apply only to the University of California and the California State University)

1.4 Enrollment projected for a community college district should exceed the planned enrollment capacity of existing district campuses. If the district enrollment projection does not exceed the planned enrollment capacity of existing district campuses, compelling regional or local needs must be demonstrated. In order for compelling regional needs to be demonstrated, the segment must specify how these regional needs deserve priority attention over others in the State.

1.5 Enrollments projected for community college campuses must be within a reasonable commuting time of the campus, and should exceed the minimum size for a community college district established by legislation (1,000 units of average daily attendance [ADA] two years after opening).

The average daily attendance (ADA) of Las Positas College, since it began full operations in 1975-76, is shown in Display 6 at the right. The enrollment history prior to that time, when the district maintained an outreach operation, is very sketchy, but it is known that the first courses in the Livermore Valley area attracted some 810 students (head-count), and that a total of 2,130 students (head-count) were in attendance, both day and evening, by March of 1975.

Each year, the Demographic Research Unit of the Department of Finance develops new enrollment projections for every Community College district in California as part of the five-year capital outlay planning process. Often, the Demographic Research Unit also makes special projections at the request of a district or the Chancellor's Office when a new college or center is under active consideration. In the

DISPLAY 6 Enrollment History and Projection for Las Positas College, 1975-76 to 1992-93

Year	Average Daily Attendance (ADA)
1975-76	1,515.01
1976-77	1,562.06
1977-78	1,659.87
1978-79	1,596.18
1979-80	1,696.68
1980-81	1,903.90
1981-82	2,295.67
1982-83	2,342.57
1983-84	2,092.70
1984-85	1,993.17
1985-86	2,160.74
1986-87	2,254.46
1987-88	2,484.11
1988-89	2,583.48
1989-90	2,686.81
1990-91	2,794.29
1991-92	2,906.06
1992-93	3,022.30

Source: South County Community College District.

case of Las Positas, the 1990 projection for the South County Community College District was analyzed in greater detail to produce a relative distribution of weekly student contact hours (WSCH) between Chabot and Los Positas. This delineation is shown in Display 7 on the opposite page.

Las Positas officials have an even more optimistic view of their college's potential growth. In their Las Positas College Master Plan, 1989-2005, they included their own enrollment projection, which is shown in Display 8 on page 12; it is markedly different from the projection developed "cooperatively" with the Demographic Research Unit.

Only time will tell which of these projections comes closer to reality. Whichever one is chosen, however, it is clear that the current enrollment of about 3,000 ADA is sufficient to justify the college's continued existence.

DISPLAY 7 *Demographic Research Unit Enrollment History and Projection for Las Positas College, with Weekly Student Contact Hours (WSCH) Fall 1979 to Fall 1999*

<u>Year</u>	<u>Total District Enrollment</u>	<u>Total District WSCH</u>	<u>WSCH/ Enrollment</u>	<u>Chabot College WSCH</u>	<u>Las Positas College WSCH</u>	<u>Las Positas WSCH Percentage</u>
1979	18,826	153,818	8.2	NA	NA	NA
1980	18,954	21,026	8.8	NA	NA	NA
1981	21,026	175,705	8.4	NA	NA	NA
1982	21,728	176,876	8.1	NA	NA	NA
1983	18,666	154,841	8.3	NA	NA	NA
1984	18,755	157,892	8.4	NA	NA	NA
1985	19,373	160,299	8.3	NA	NA	NA
1986	19,903	160,363	8.1	NA	NA	NA
1987	19,417	166,640	8.6	125,980	40,660	24.4%
1988	20,467	178,452	8.7	133,839	44,613	25.0
1989	19,686	178,214	9.1	133,695	44,519	25.0
1990	20,490	185,100	9.0	136,600	48,500	26.2
1991	20,590	185,300	9.0	134,300	51,000	27.5
1992	20,520	184,500	9.0	132,200	52,300	28.3
1993	20,520	184,300	9.0	130,900	53,400	29.0
1994	21,110	189,800	9.0	132,900	56,900	30.0
1995	21,730	195,400	9.0	136,800	58,600	30.0
1996	22,140	199,100	9.0	137,400	61,700	31.0
1997	22,710	204,400	9.0	141,100	63,300	31.0
1998	23,650	213,000	9.0	144,900	68,100	32.0
1999	23,770	213,900	9.0	145,500	68,400	32.0

Source: Department of Finance, Demographic Research Unit, in cooperation with the South County Community College District.

Concerning excess capacity, Chabot College is the only other college in the South County Community College District, and while it currently enjoys some excess lecture and library capacity, there are space shortages in the areas of laboratories, offices, and audio/visual. Even if there were substantial excess capacity, however, Las Positas College could still be well justified on the basis of isolation, as indicated below in the discussion of alternatives. In addition, the nearest community colleges outside of the South County district (San Joaquin Delta and Diablo Valley Colleges) are located at even greater distances from the Livermore area.

Regarding commuting time, Las Positas College enjoys a location near the center of the Livermore Valley adjacent to Interstate 580. Access from the Dub-

lin area to the west, or from the residential communities to the east is extremely convenient, as is northern or southern access along Interstate 680.

2. Alternatives to new campuses or off-campus centers

2.1 Proposals for a new campus or off-campus center should address alternatives to establishment of new institutions, including (1) the possibility of establishing an off-campus center instead of a campus; (2) the expansion of existing campuses; (3) the increased utilization of existing campuses, such as year-round operation; (4) the increased use of existing facilities and

DISPLAY 8 *Las Positas College Enrollment Projection, with Weekly Student Contact Hours (WSCH), 1988-89 to 2005-06*

<u>Year¹</u>	<u>Headcount Enrollment</u>	<u>Physical Education WSCH</u>	<u>Lecture WSCH</u>	<u>Laboratory WSCH</u>	<u>Total WSCH</u>
1988-89	4,999	1,050	30,450	14,990	46,490
1989-90	5,300	1,480	32,030	15,780	49,290
1990-91	5,700	1,630	35,190	17,330	54,150
1991-92	6,050	2,300	36,960	18,210	57,470
1992-93	6,400	2,430	38,530	19,840	60,800
1993-94	6,850	2,660	42,100	21,680	66,440
1994-95	7,430	2,880	44,281	24,910	72,071
1995-96	8,210	3,981	47,660	27,990	79,631
1996-97	8,750	4,510	53,080	32,530	90,120
1997-98	9,490	4,890	57,570	35,280	97,740
1998-99	10,200	5,250	61,700	38,110	105,060
1999-00	10,860	6,030	69,850	44,660	120,540
2000-01	11,620	6,450	74,750	47,780	128,980
2001-02	12,380	6,870	79,630	50,910	137,410
2002-03	13,120	7,810	88,990	59,320	156,120
2003-04	13,780	8,200	93,470	62,310	163,980
2004-05	14,470	8,610	98,150	65,430	172,190
2005-06	15,200	9,050	103,100	68,730	180,880

1. Actual Figures for 1988-89.

Source: South County Community College District, May 1991. Updated from a joint projection developed in December 1990 by the Demographic Research Unit of the Department of Finance and the South County district.

programs in other postsecondary education segments; and (5) the use of nontraditional modes of instructional delivery, such as telecommunications and distance learning.

- 2.2 *A cost-benefit analysis of alternatives, including alternative sites for the campus or center, must be articulated and documented.*

There is only one viable alternative to approving Las Positas College as the second college of the South County District, and that is to continue it as an off-campus center. There is no issue of moving the facility, scaling it down, or closing it, since it is already recognized by the Commission as a permanent off-campus center at its present site; the requirement for a cost-benefit analysis of alternatives

is therefore inapplicable. If it continues as solely a center, however, it will not be eligible to receive State capital outlay funding for physical education and other facilities ancillary to the core academic program, even though State funding for classrooms, laboratories, offices, and libraries could be provided.

Given this situation, the most important question is whether the residents of the South County district can continue to be adequately served by a single community college -- Chabot in Hayward -- plus a comprehensive campus/center, or need two full comprehensive campuses.

The answer to that question hinges on the issues of population growth and isolation. In the case of the Livermore Valley, which includes the cities of Dublin, Livermore, Pleasanton, and Sunol, while the

most recent census data are not yet available, the Association of Bay Area Governments (ABAG) has projected a 1990 population of 149,900 people, and a growth curve that should produce 218,200 residents by the year 2005. The existing population has already produced a moderate sized campus with a diversified curriculum; further growth should add to that diversification and make Las Positas College an even more valuable resource than it is at the present time. Both the existing population and the anticipated growth argue for a more comprehensive institution, even though the college will quite obviously have to continue to compete with other colleges and districts for scarce capital outlay funding.

Concerning the isolation criterion, Las Positas College is currently about 25 miles from Chabot College. Recently, the Chancellor's Office and MGT Consultants, Inc. developed a model that constituted a major input into the California Community

Colleges' statewide long-range plan (MGT, 1990). One aspect of that model dealt with isolation, with the issue of how lengthy or distant a commute was reasonable. That test of "reasonableness" was decided in favor of a one-way commute of 30 minutes or less, plus 5 minutes to locate parking, with the corollary assumption that average automobile commuting speeds are 15 miles per hour in urban areas, 30 miles per hour in suburban areas, and 45 miles per hour in rural areas.

In the case of a commute from the Livermore Valley area to Chabot College, if it is assumed that five miles are rural, fifteen miles suburban, and five miles urban, the commute time, including parking, would be just over one hour (61.7 minutes) or about two hours round trip. Such a time frame undoubtedly constitutes a considerable barrier to attendance at Chabot, as indicated in Display 9 below, which shows the attendance patterns at both

DISPLAY 9 Residence of Las Positas Students by City, Fall 1989

Region	Area	City	Total District	Chabot College	Los Positas College
District Cities	Chabot Area	Castro Valley	1,231	1,161	70
		Hayward	4,077	4,013	64
		San Leandro	1,933	1,904	29
		San Lorenzo	695	685	10
		Union City	1,602	9,356	182
		<i>Subtotal</i>	<i>9,538</i>	<i>9,356</i>	<i>182</i>
	Las Positas Area	Dublin	489	114	375
		Livermore	1,393	296	2,063
		Pleasanton	1,585	263	1,322
		Sunol	22	5	17
		<i>Subtotal</i>	<i>4,455</i>	<i>678</i>	<i>3,777</i>
Non-District Cities		Alameda ¹	385	379	6
		Fremont ¹	1,393	1,345	48
		Newark ¹	411	403	8
		Oakland ¹	1,012	990	22
		San Ramon ²	431	112	319
		<i>Subtotal</i>	<i>3,632</i>	<i>3,229</i>	<i>403</i>

1. East Bay city

2. Inland city.

Source: South County Community College District. *Institutional Self-Study*, October 1990, p. xi.

Chabot and Las Positas based on student residence. The data make it evident that proximity is destiny, and that it is probably unreasonable to expect Livermore area students to commute to Chabot College in Hayward.

3. Serving the disadvantaged

The campus or center must facilitate access for the economically, educationally, socially, and physically disadvantaged.

The Commission has long been concerned not only with the geographic accessibility of proposed new campuses and off-campus centers but also with their educational accessibility to historically underrepresented groups as well. As to the first, and as noted in Part Two of this report, the college's location is centrally and conveniently located for the vast majority of students in the region. Concerning the second, a full range of student services is offered at the college, including counseling, assessment, tutoring, Extended Opportunities Programs and Services (EOPS), Disabled Students Programs and Services (DSPS), financial aid, and an approved matriculation plan. In essence, Las Positas College maintains the same services to underrepresented and disadvantaged students as may be found at other community colleges in the system.

The college's Institutional Self-Study offered further detail on the programs currently in place. Among them is a re-entry program for women in transition who are beginning or returning to college (1990, p. 35). In 1989, the college also developed a substance abuse program, which consists of weekly support meetings, a course on substance abuse, and a continuing liaison with community leaders and groups. There are also courses that focus on the unique needs of senior citizens.

4. Geographic and physical accessibility

The physical, social, and demographic characteristics of the location and surrounding service areas for the new campus or center must be included. There must be a plan for student,

faculty, and staff transportation to the proposed location. Plans for student and faculty housing, including projections of needed on-campus residential facilities, should be included as appropriate. For locations that do not plan to maintain student on-campus residences, reasonable commuting time for students must be demonstrated.

The Las Positas College Master Plan contains a comprehensive analysis of all of the characteristics of its current location. Included are many of the elements normally found in an environmental impact report, including descriptions of flora and fauna, flood and erosion potential, geological hazards, soil composition, slope stability, and seismicity considerations. Demographically, the area is predominantly white, although the only ethnicity data are from the 1980 Census, which is now considerably out of date. More illustrative, perhaps, and certainly more recent, are the data provided by the district that are shown in Display 10 on pages 15 and 16. For comparison purposes, data for Chabot College and the total district are also presented.

In addition to these data, the Chancellor's Office also reported to the Board of Governors that the Livermore Valley service area contained a population of 104,406 people in 1980 -- a number that should double by the year 2000. Whites comprised 92.6 percent of the total -- a percentage that appears to be declining somewhat given the 1988 school age percentage of 84 percent. Also in 1980, the median age was 28.9 years and the median income, \$28,095.

Concerning commuting times, it is noteworthy that virtually all students (over 99 percent) commute to the campus by automobile. Because of that fact, which is more or less true of all community colleges, it is most important to site colleges near to major arterials. In Las Positas' case, of course, and as noted earlier, such siting is a reality. For those few students who do not drive, bus service is provided by the Livermore Transit District to and from surrounding areas on an 8 a.m. to 6 p.m. schedule, with buses running about every half hour. The College is continuing to work with the Transit District to expand service and to provide additional service to the Dublin and Pleasanton Bay Area Rapid Transit District stations when they are completed in 1995.

DISPLAY 10 Las Positas College Student Characteristics, 1978, 1982, 1986, and 1988

Characteristic	College	Category	Percent of Enrolled Students, Fall Quarter			
			1978	1982	1986	1988
Ethnicity	Chabot College	American Indian	2.4%	1.9%	2.0%	1.6%
		Asian	5.1	7.7	10.2	11.5
		Black	7.5	9.0	9.0	9.2
		White	66.8	62.2	56.9	53.6
		Hispanic	8.1	10.3	11.9	13.1
		Filipino	3.0	4.3	5.9	7.1
		Other/Unknown	7.2	4.5	4.2	3.8
	Las Positas College	American Indian	2.6	2.5	2.5	2.7
		Asian	2.1	2.5	2.3	3.0
		Black	1.6	1.3	1.3	1.6
		White	82.0	83.6	83.7	82.5
		Hispanic	4.6	5.4	5.7	5.9
		Filipino	1.0	1.1	1.2	1.8
		Other/Unknown	6.2	3.7	3.3	2.5
	Total District	American Indian	2.4	2.1	2.1	1.9
		Asian	4.6	6.6	8.4	9.4
		Black	6.4	7.4	7.3	7.4
		White	69.4	66.8	62.9	60.7
		Hispanic	7.2	9.3	10.5	11.3
		Filipino	2.7	3.6	4.8	5.8
		Other/Unknown	7.0	4.3	4.0	3.5
Sex	Chabot College	Male	45.9%	46.7%	50.9%	48.3%
		Female	54.1	53.3	49.1	51.7
	Las Positas College	Male	37.2	41.1	42.3	41.6
		Female	62.8	58.9	57.7	58.4
	Total District	Male	44.4	45.5	49.0	46.7
		Female	55.6	54.5	51.0	53.3
Citizenship	Chabot College	Immigrant	4.5%	6.8%	9.5%	11.0%
		Refugee	0.1	0.3	0.9	1.0
	Las Positas College	Immigrant	1.7	2.7	2.4	2.9
		Refugee	0.0	0.0	0.0	0.1
	Total District	Immigrant	4.0	5.9	7.9	9.0
		Refugee	0.1	0.1	0.7	0.8
Enrollment Status	Chabot College	Full-time	23.9%	21.3%	23.0%	25.3%
		Part-time	76.1	78.7	77.0	74.7
	Las Positas College	Full-time	11.7	14.3	16.8	17.3
		Part-time	88.3	85.7	83.2	81.0
	Total District	Full-time	21.8	19.8	21.6	23.3
		Part-time	78.2	80.2	78.4	76.2

(continued)

DISPLAY 10, Continued

<u>Characteristic</u>	<u>College</u>	<u>Category</u>	<u>Percent of Enrolled Students, Fall Quarter</u>			
			<u>1978</u>	<u>1982</u>	<u>1986</u>	<u>1988</u>
Enrollment Time	Chabot College	Day	44.4%	48.2%	53.7%	52.9%
		Day and Evening	13.8	13.9	12.4	13.1
		Evening	41.8	37.9	33.8	34.0
	Las Positas College	Day	27.6	39.5	31.4	27.9
		Day and Evening	14.7	16.9	18.7	19.4
		Evening	57.8	43.5	49.9	52.7
	Total District	Day	41.5	46.4	48.7	46.8
		Day and Evening	14.0	14.5	13.8	14.7
		Evening	44.5	39.1	37.4	38.5

Source: Las Positas College Institutional Self-Study.

5. Environmental and social impact

The proposal must include a copy of the environmental impact report. To expedite the review process, the Commission should be provided all information related to the environmental impact report process as it becomes available to responsible agencies and the public.

Since Las Positas College is already built, and since no construction projects are included in the 1991-92 Governor's Budget, the issue of an environmental impact report is moot.

el that will damage their economy of operation, or create excess enrollment capacity at these institutions, or lead to an unnecessary duplication of programs.

This criterion is applicable only in part. Since the campus already exists, the community cannot be consulted "during the planning process for the new facility." Nevertheless, there is little question concerning the strength of local/regional interest in Las Positas College. As early as 1970, and again in 1972, the South County district requested electoral approval for two bond issues. While both failed in the district as a whole, they were overwhelmingly approved in the Livermore area. In 1975, when the district used its own funds to open the Livermore Center, the center was warmly supported by the community and grew steadily. Between its inception and the present day, support and acceptance within the larger community has been constant.

Support for the concept of a full-service college has been evidenced by newspaper editorials, letters of support from community leaders, and resolutions by the Livermore and Pleasanton Chambers of Commerce. Superintendent Peter Blomerley of the Fremont-Newark Community College District and Chancellor John Carhart of the Contra Costa Community College District also support the proposal, as does California State University, Hayward. There is no known opposition.

6. Effects on other institutions

6.1 Other segments, institutions, and the community in which the campus or center is to be located should be consulted during the planning process for the new facility, especially at the time that alternatives to expansion are explored. Strong local, regional, and/or statewide interest in the proposed facility must be demonstrated.

6.3 The establishment of a new community college campus must not reduce existing and projected enrollments in adjacent community colleges -- either within the district proposing the new campus or in adjacent districts -- to a lev-

Concerning unnecessary duplication of programs, there are no community colleges sufficiently close to Las Positas College to present any danger of reduced enrollments or functional duplication. This fact is further confirmed by the history of steady enrollment growth in both Las Positas and Chabot Colleges within the South County district, and by the consistent support of Las Positas College by neighboring districts.

7. Academic planning and program justification

The programs projected for the new campus must be described and justified. An academic master plan, including a general sequence of program plans and degree level plans, and a campus plan to implement such State goals as access, quality, intersegmental cooperation, diversification of students, faculty, administration and staff for the new campus, must be provided. The proposal must include plans to provide an equitable learning environment for the recruitment, retention, and success of historically underrepresented students.

Most institutions of higher education have little difficulty describing the programs they offer. Justifying those programs, however, is far more complex and involves incorporating several elements of a comprehensive planning process. That process requires the development of a comprehensive mission statement, coordination with the policies of the Board of Governors and legislatively mandated master planning legislation, and the sampling of community, employee, and student groups to determine curricular goals and objectives.

All of these steps have been taken by the South County Community College District and by the Las Positas College administration, and published as the *Las Positas College Master Plan*, a document that has recently been supplemented by an Institutional Self-Study conducted for the Western Association of Schools and Colleges for accreditation purposes. Both documents contain all of the ele-

ments required by this criterion, including a comprehensive description of academic plans and programs. The result is an academic master plan that is already effective in delivering education services to the Livermore Valley, and which promises, through a continuing consultation process with students, faculty, and the community, to meet the area's needs through a planning period that extends to 2005.

The academic master plan contains the seven clusters shown in Display 11 on page 18. The words following the cluster titles (e.g. "Cluster A: Arts") indicate that courses are offered in general education ("General"), transfer education ("Transfer"), vocational education ("Vocational"), and continuing education ("Continuing"). A full listing of courses and programs contained in the Academic Master Plan is shown in Appendix D.

As noted earlier in this report, Las Positas College has already been fully accredited by the Western Association of Schools and Colleges. At least in part, the Association's decision was based on the thoroughness with which the college both described and justified its academic plan.

8. Consideration of needed funding

A cost analysis of both capital outlay estimates and projected support costs for the new campus or permanent off-campus center, and possible options of alternative funding sources, must be provided.

The capital outlay estimates for Las Positas College are shown in Display 12. As to support costs, these will be determined by a combination of average daily attendance generated by the college, and by the fate of community college financing and Proposition 98 generally. Since the 1991-92 budget has not been passed as of this writing, and since that budget contains many uncertainties, any support budget projections would be highly speculative at the present time.

DISPLAY 11 Existing and Proposed Instructional Programs of Las Positas College, 1989 to 2005

Cluster A: Arts (General, Transfer, Vocational)

Architecture
Choreography
Dance
Graphic Design
Graphics Communication*
Instrumental Music*
Interior Design
Music
Photo Journalism*
Photography*
Printmaking
Sculpting*
Technical Illustration
Technical Theater*
Theater Arts
Visual Arts
Visual Display

**Cluster B: Humanities and Social Sciences
(General, Transfer, Vocational, Continuing)**

Administration of Justice
Anthropology
Early Childhood Development
Economics
Fire Science
Geography
History
Humanities
Philosophy
Political Science
Psychology
Religious Studies
Sociology

**Cluster C: Language and Communication Skills
(General, Transfer, Vocational)**

Basic Skills
Broadcasting*
English as a Second Language (ESL)
English Composition
Foreign Languages (French, German,
Japanese, Italian, Spanish, Russian)

Journalism*
Learning Skills
Literature
Sign Language (Audiology)
Speech
Technical Writing

**Cluster D: Mathematics, Engineering, and Science
(General, Transfer, Vocational, Continuing)**

Computer Science
Engineering*
Hazardous Waste Materials Management*
Horticulture
Laser Technology*
Life Sciences
Mathematics
Occupational Safety and Health
Physical Sciences
Radiation Technology
Vacuum Technology

**Cluster E: Health, Recreation, Physical Education,
and Athletics (General, Transfer)**

Basic Health Education
Community Health Education
Physical Education Activity and Theory
Recreation

Cluster F: Technology

Aeronautics
Automotive Service Technician
Electronics
Electronics Communication Systems
Welding

**Cluster G: Business, Computer Information,
Entrepreneurial, and Consumer Services**

Accounting
Business Mathematics
Business Skills
Computer Information Services
Fashion Merchandising
Hospitality Services*
Marketing
Real Estate
Supervision
Travel and Tourism

* Not currently offered.

Source: *Las Positas College Master Plan, 1989.*

DISPLAY 12 Projected Capital Outlay Projects for Las Positas College, 1990-91 Through 1994-95

<u>Project</u>	<u>1990-91</u>	<u>1991-92</u>	<u>1992-93</u>	<u>1993-94</u>	<u>1994-95</u>
1. Learning Resource Center	\$6,186,832				
Project Phase:	(C, E) ¹				
Funding Source: State/Local					
Total Cost: \$6,672,722					
Assignable Square Feet: 18,391					
2. Science Center, Phase I		\$362,972	\$6,258,615		
Funding Source: State					
Project Phase:		(P,W)	(C,E)		
Total Cost: \$6,621,587					
Assignable Square Feet: 18,391					
3. Physical Education Complex		\$1,062,845	\$16,792,018		
Funding Source: State/Local					
Project Phase:		(P,W)	(C,E)		
Total Cost: \$17,854,863					
Assignable Square Feet: 66,424					
4. Site Development			\$803,696	\$10,010,251	
Funding Source: State					
Project Phase:			(P,W)	(C)	
Total Cost: \$10,813,947					
Assignable Square Feet: 0					
5. Secondary Effects: Science Center			\$55,409	\$495,834	\$152,989
Funding Source: State					
Project Phase:			(P,W)	(C)	(E)
Total Cost: \$704,232					
Assignable Square Feet: 209					
6. Secondary Effects:					
Physical Education Complex			\$51,798	\$578,452	\$508,933
Funding Source: State					
Project Phase:			(P,W)	(C)	(E)
Total Cost: \$1,139,183					
Assignable Square Feet: 202					
7. Student Services Center			\$385,459	\$5,899,271	
Funding Source: State/Local					
Project Phase:			(P,W)	(C,E)	
Total Cost: \$6,284,730					
Assignable Square Feet: 20,924					
8. Physical Education Complex, Phase II			\$716,636	\$10,283,324	
Funding Source: State/Local					
Project Phase:			(P,W)	(C)	
Total Cost: \$10,999,960					
Assignable Square Feet: 0					

1. P = Planning; W = Working Drawings; C = Construction; E = Equipment.

Source: *Las Positas College Master Plan, 1989.*

Appendix A

Guidelines and Procedures for the Review of New Campuses and Off-Campus Centers

NOTE: The following material is reproduced from pages 1-5 of Report 90-9 of the California Postsecondary Education Commission, which the Commission adopted on January 22, 1990.

Introduction

Commission responsibilities and authority regarding new campuses and centers

California Education Code Section 66904 expresses the intent of the Legislature that the sites for new institutions or branches of public postsecondary education will not be authorized or acquired unless recommended by the Commission:

It is the intent of the Legislature that sites for new institutions or branches of the University of California and the California State University, and the classes of off-campus centers as the commission shall determine, shall not be authorized or acquired unless recommended by the commission.

It is further the of the Legislature that California community colleges shall not receive state funds for acquisition of sites or construction of new institutions, branches or off-campus centers unless recommended by the commission. Acquisition or construction of non-state-funded community colleges, branches and off-campus centers, and proposals for acquisition or construction shall be reported to and may be reviewed and commented upon by the Commission.

Evolution and purpose of the guidelines

In order to carry out its given responsibilities in this area, the Commission in April 1975 adopted policies relating to the review of new campuses and centers and revised those policies in September 1978 and

September 1982. Both the 1975 document and the two revisions outlined the Commission's basic assumptions under which the guidelines and procedures were developed and then specified the proposals subject to Commission review, the criteria for reviewing proposals, the schedule to be followed by the segments when submitting proposals, and the contents of the required "needs studies."

Reasons for the current revisions

By 1988, experience with the existing procedures suggested that they needed revision in order to accommodate the changed planning environment in California, particularly related to California's Environmental Quality Act and the environmental impact report (EIR) process, as well as to accommodate various provisions of the recently renewed Master Plan for Higher Education. In addition, California's postsecondary enrollment demand continues to increase, and as the public segments move forward with their long-range facilities plans, the time is particularly ripe for revising the existing guidelines. This revision is intended to (1) ensure that the public segments grow in an orderly and efficient manner and that they meet the State's policy objectives for postsecondary education under the Master Plan, (2) ensure proper and timely review by the State of segmental plans based on clearly stated criteria, and (3) assist the segments in determining the procedures that need to be followed to prepare and implement their expansion plans.

Policy assumptions used in developing these guidelines

The following six policy assumptions are central to the development of the procedures and criteria that the Commission uses in reviewing proposals for new campuses and off-campus centers:

1. It will continue to be State policy that each resident of California who has the capacity and motivation to benefit from higher education will have the opportunity to enroll in an institution of higher education. The California Community Colleges shall continue to be accessible to all persons at least 18 years of age who can benefit from the instruction offered, regardless of district boundaries. The California State University and the University of California shall continue to be accessible to first-time freshmen among the pool of students eligible according to Master Plan eligibility guidelines. Master Plan guidelines on undergraduate admission priorities will continue to be (1) continuing undergraduates in good standing; (2) California residents who are successful transfers from California public community colleges; (3) California residents entering at the freshman or sophomore level; and (4) residents of other states or foreign countries.
2. The differentiation of function between the segments with regard to institutional mission shall continue to be as defined by the State's Master Plan for Higher Education.
3. The University of California plans and develops its campuses and off-campus centers on the basis of statewide need.
4. The California State University plans and develops its campuses and off-campus centers on the basis of statewide needs and special regional considerations.
5. The California Community Colleges plan and develop their campuses and off-campus centers on the basis of local needs.
6. Planned enrollment capacities are established for and observed by all campuses of public postsecondary education. These capacities are determined on the basis of statewide and institutional economies, community and campus environment, limitations on campus size, program requirements and student enrollment levels, and internal organization. Planned capacities are established by the governing boards of community college districts (and reviewed by the Board of Governors of the California Community Colleges), the Trustees of the California State University, and the Regents of the University of

California. These capacities, as well as the statewide procedures for setting these capacities, are subject to review and recommendation by the Commission provided in California Education Code Section 66903.

Projects subject to Commission review

The following types of projects are subject to review: new campuses and permanent off-campus centers, major off-campus centers in leased facilities, and conversion of off-campus centers to full-service campuses. The Commission may also review and comment on other projects consistent with its overall State planning and coordination role.

Schedule for the review of new projects

The following timelines are meant to allow a reasonable amount of time for Commission review of plans at appropriate stages in the process. The Commission can accelerate its review of the process if it so chooses.

Unless otherwise specified, all three public postsecondary segments should endeavor to observe these timelines when proposing construction of a major new project subject to Commission review under these guidelines:

1. Plans for new campuses and permanent off-campus centers should be made by the segmental governing boards following their adoption of a systemwide planning framework designed to address total statewide segmental long-range growth needs, including the capacity of existing campuses and centers to accommodate those needs, and the development of new campuses and centers. This planning framework should be submitted to the Commission for review and comment before proceeding with plans for location and construction of new campuses.
2. Segments are requested to defer the selection of specific sites for new campuses or permanent off-campus centers until such time as they have informed the Commission of their general plans for expansion and received a recommendation

from the Commission to proceed with further expansion activity. No later than one year prior to the date the segment expects to forward a final proposal for a new campus or center to the Commission, or 18 months prior to the time when it hopes the Commission will forward its final recommendation about the facility to the Governor and Legislature, it is requested to transmit a letter of intent to expand to the Commission. The letter of intent should include, at minimum, the following information for the new campus: (1) preliminary projections of enrollment demand by age of student and level of instruction, (2) its general location, and (3) the basis on which the segment has determined that expansion in this area at this time is a systemwide priority in contrast to other potential segmental priorities. Other information that may be available that will be required at the time of the final needs study (see below, item 1-4) may also be submitted at this time.

3. Once the "letter of intent" is received, Commission staff will review the enrollment projections and other data and information that serve as the basis for the proposed new campus. This review will be done in consultation with staff from the Demographic Research Unit in the State Department of Finance, which is the agency statutorily responsible for demographic research and population projections. If the plans appear to be reasonable, the Commission will recommend that the segments move forward with their site acquisition or further development plans. The Commission may in this process raise concerns with the segments about defects in the plans that need to be addressed in the planning process. If the Commission is unable to recommend approval of moving forward with the expansion plans, it shall so state to the segmental governing board prior to notifying the Department of Finance and the Legislature of its analysis and the basis for its negative recommendation. The Commission shall consider the preliminary plan no later than 60 days following its submission to the Commission.
4. Following the Commission's preliminary recommendation to move forward, the segments are requested to proceed with the final process of identifying potential sites for the campus or permanent off-campus center. If property appropri-

ate for the campus or center is already owned by the segment, alternative sites to that must be identified and considered in the manner required by the California Environmental Quality Act. So as to avoid redundancy in preparation of information, all materials that are germane to the environmental impact report process shall be made available to the Commission at the same time that it is made available to the designated responsible agencies.

5. Upon completion of the environmental review process and no more than six months prior to the time of expected final Commission approval of the proposed new campus, the segment shall forward the final environmental impact report for the site as well as the final needs study report for the campus or center to the Commission. The needs study report should address each of the criteria outlined below on which the proposal for the campus or center will be evaluated.
6. Once the Commission has received from the segment all materials necessary for evaluating the proposal, it shall certify the completeness of the application to the segment. The Commission shall take final action on proposals during the next six months. In reviewing the proposal, the Commission will seek approval of the enrollment projections by the Demographic Research Unit, unless the justification for expansion is primarily unrelated to meeting access demands. Once the Commission has taken action on the proposal, it will so notify both the Department of Finance and the Office of the Legislative Analyst.

Criteria for evaluating proposals

1. Enrollment projections

1.1 For new facilities that are planned to accommodate expanded enrollments, enrollment projections should be sufficient to justify the establishment of the campus or off-campus center. For the proposed new campus or center, enrollment projections for each of the first ten years of operation, and for the fifteenth and twentieth years, must be provided. When an existing off-campus center is proposed to be converted to a new campus, all previous enrollment experience must also be provided.

As the designated demographic agency for the State, the Demographic Research Unit has lead responsibility for preparing systemwide and district enrollment projections, as well as projections for specific proposals. The Demographic Research Unit will prepare enrollment projections for all Community College proposals, and either the Demographic Research Unit population projections or K-12 enrollment estimates must be used as the basis for generating enrollment projections in any needs study prepared by the University of California or the California State University. For the two University segments, the Commission will request the Demographic Research Unit to review and approve demographically-driven enrollment projections prior to Commission consideration of the final proposal, unless the campus or permanent center is justified on academic, policy, or other criteria that do not relate strictly to enrollment demand.

For graduate/professional student enrollment estimates, the specific methodology and/or rationale generating the estimates, an analysis of supply of and demand for graduate education, and the need for new graduate and professional degrees, must be provided.

1.2 Statewide enrollment projected for the University of California should exceed the planned enrollment capacity of existing University campuses as defined in their long-range development plans. If the statewide enrollment projection does not exceed the planned enrollment capacity for the system, compelling statewide needs for the establishment of the new campus must be demonstrated.

1.3 Statewide enrollment projected for the California State University system should exceed the planned enrollment capacity of existing State University campuses as defined by their enrollment ceilings. If the statewide enrollment projection does not exceed the planned enrollment capacity for the system, compelling regional needs must be demonstrated. In order for compelling regional needs to be demonstrated, the segment must specify how these regional needs deserve priority attention over competing segmental priorities.

1.4 Enrollment projected for a community college district should exceed the planned enrollment capacity of existing district campuses. If the district enrollment projection does not exceed the planned

enrollment capacity of existing district campuses, compelling regional or local needs must be demonstrated. In order for compelling regional needs to be demonstrated, the segment must specify how these regional needs deserve priority attention over others in the State.

1.5 Enrollments projected for community college campuses must be within a reasonable commuting time of the campus, and should exceed the minimum size for a community college district established by legislation (1,000 units of average daily attendance [ADA] two years after opening).

2. *Alternatives to new campuses or off-campus centers*

2.1 Proposals for a new campus or off-campus center should address alternatives to establishment of new institutions, including (1) the possibility of establishing an off-campus center instead of a campus; (2) the expansion of existing campuses; (3) the increased utilization of existing campuses, such as year-round operation; (4) the increased use of existing facilities and programs in other postsecondary education segments; and (5) the use of nontraditional modes of instructional delivery, such as telecommunication and distance learning.

2.2 A cost-benefit analysis of alternatives, including alternative sites for the campus or center must be articulated and documented.

3. *Serving the disadvantaged*

The campus or center must facilitate access for the economically, educationally, socially, and physically disadvantaged.

4. *Geographic and physical accessibility*

The physical, social, and demographic characteristics of the location and surrounding service areas for the new campus or center must be included. There must be a plan for student, faculty, and staff transportation to the proposed location. Plans for student and faculty housing, including projections of needed on-campus residential facilities, should be included as appropriate. For locations which do not

plan to maintain student on-campus residences, reasonable commuting time for students must be demonstrated.

5. Environmental and social impact

The proposal must include a copy of the environmental impact report. To expedite the review process, the Commission should be provided all information related to the environmental impact report process as it becomes available to responsible agencies and the public.

6. Effects on other institutions

6.1 Other segments, institutions, and the community in which the campus or center is to be located should be consulted during the planning process for the new facility, especially at the time that alternatives to expansion are explored. Strong local, regional, and/or statewide interest in the proposed facility must be demonstrated.

6.2 The establishment of a new University of California or California State University campus or center must take into consideration the impact of a new facility on existing and projected enrollments in the neighboring institutions of its own and of other segments.

6.3 The establishment of a new community college campus must not reduce existing and projected enrollments in adjacent community colleges -- either within the district proposing the new campus or in adjacent districts -- to a level that will damage their economy of operation, or create excess enrollment capacity at these institutions, or lead to an unnecessary duplication of programs.

7. Academic planning and program justification

The programs projected for the new campus must be described and justified. An academic master plan, including general sequence of program plans and degree level plans, and a campus plan to implement such State goals as access, quality, intersegmental cooperation, diversification of students, faculty, administration and staff for the new campus, must be provided. The proposal must include plans to provide an equitable learning environment for the recruitment, retention and success of historically underrepresented students.

8. Consideration of needed funding

A cost analysis of both capital outlay estimates and projected support costs for the new campus or permanent off-campus center, and possible options of alternative funding sources, must be provided.

Appendix B

Annexation of the Livermore-Amador Valley and History of the Livermore Education Center

On October 2, 1962, the Livermore and Amador Joint Union High School Districts voted 1,662 to 498 to join the South County Community College Annexation, which became effective on July 1, 1963. The following represents a chronological log of the historical events related to the development of the Livermore Education Center.

April 7, 1963	Bond Issue Approved: A bond issue in the principle amount of \$17.2 million was approved by the voters. Included was an authorization to purchase the Valley site.
September 5, 1963	First Classes: Classes were offered first at Livermore High School, Camp Parks, and Lawrence Livermore Laboratory. The initial offering included 24 classes and enrolled 810 students.
September 6, 1965	Evening Classes: The late afternoon and evening program established operations at Granada High School (Livermore) with a total of 31 class offerings.
January, 1965	Site Purchase: In line with its commitment to the voters, the District purchased a Valley building site consisting of 147.55 acres at a cost of \$392,956.
November 8, 1966	Reorganization of Trustee Areas: An election was held in order to provide for one representative from the Livermore-Amador Valley areas.
February 7, 1967	General Policy for Development of Colleges in the South County Community College District (2012a, b) was adopted by the Board of Trustees. This policy outlines the guidelines and practices for organizing a multi-college district.
April 18, 1967	Trustee Representative: Mrs. Dorothy S. Hudgins was elected as the first trustee representing Area 7 from the Livermore-Amador Valley.
September, 1967	First Administrative Services: A full-time coordinator was employed whose major responsibilities included the development of an educational program for the Livermore-Amador Valley.
July 1, 1968	Planning: The Office of Planning and Development was created in order to develop instructional facilities and program planning for the Livermore Education Center.
June 12, 1970	Preliminary Planning: The Office of Planning and Development at Chabot College

	presented its organizational outline to the Board. This organizational outline addressed the development of the Livermore Education Center.
November 3, 1970	Proposition C: A five-year override measure was attempted. It failed within the District as a whole but passed overwhelmingly in the Valley precincts.
June, 1972	Proposition M and N: The override measure, M and N, for a \$0.21 operating tax increase and a \$0.21 ten-year capital outlay program, failed within the District as a whole but was well supported in the Valley precincts.
July 5, 1972	Alternatives Considered: The South County Community College Board of Trustees requested a staff report on alternatives to the building of an additional center in the Livermore-Amador Valley. Educational as well as economic indicators pointed to the development of the Livermore Education Center.
September 4, 1973	Center Development: The South County Community College Board of Trustees initiated a program for planning construction at the Livermore site.
February 21, 1974	Board of Governor's Approval: The Board of Governors, California Community Colleges, voted to approve the Livermore Education Center site by Action No. 740703.
March 5, 1974	Working Drawings Approved: The South County Community College Board of Trustees approved construction plans and called for bids.
March 21, 1974	Contract Awarded: Site development contract was awarded.
June, 1974	Ground Breaking: Appropriate ceremonies were held commemorating the beginning of construction.
September 4, 1974	Facilities Construction: South County Community College Board of Trustees approved the working drawings and specifications for the second phase of the building program. The contract was let on November 19, 1974.
January 15, 1975	Dean Appointed: Dr. Barbara Mertes was appointed as the Dean of the Livermore Education Center by the South County Community College Board of Trustees.
March 31, 1975	Buildings Occupied: The first classes were scheduled at the Livermore Education Center. The Center opened with 70 class offerings in 22 subject areas and enrolled a total of 606 active day students. The Evening Program commenced use of the new facilities and continued use of the Granada (Livermore), Dublin, and Amador (Pleasanton) High School facilities. Evening enrollment totaled 1,524 in 138 classes.

Classes continue to be offered at 46 Valley locations.

The Livermore Education Center had developed an administration-faculty-student registration building (3,008 sq. ft.), a classroom building (3,008 sq. ft.), a science center (3,008 sq. ft.), and a learning resource classroom building (6,090 sq. ft.), for a total of 15,114 square feet. In addition, an outside double-sized soccer field, basketball courts, and valley ball courts were provided for outdoor activity programs.

Ribbon Cutting: Official ribbon-cutting ceremonies were held to commemorate the opening of the Center.

- June, 1975 **Planning:** Staff are engaged in planning the fifth building to be constructed at the Livermore site. This building contains 8 classroom/laboratory facilities. The staff acquired a relocatable building to serve as a campus lounge (1,280 sq. ft.), and an old building, removed from the District's Castro Valley site and placed on the Livermore site, is used as a maintenance/storage building (1,029 sq. ft.).
- October 15, 1975 **Master Plan:** The South County Community College District includes the development of the Livermore Education Center in its Master Plan as the plan related to capital construction funding.
- October 19, 1975 **Dedication Ceremony:** Official dedication ceremonies were observed before a crowd of 500+.
- April 20, 1976 **Application for Campus Status:** The South County Community College Board of Trustees approved a resolution directing the staff to prepare an application to the California Community College Board of Governors and the California Postsecondary Education Commission for campus status.
- June 18, 1976 **Conclusion of First Full Year:** The Livermore Education Center passed a milestone on June 18, 1976, having completed its first full year of operation. The Center enrolled 966 active day students in 117 classes in its day program, and an additional 1,853 students in 108 classes in the late afternoon, evening, and Saturday programs. Evening classes continued to be offered at the Amador, Dublin, and Granada High School sites. The Livermore Education Center earned 1515.01 ADA during its first year of operation.
- June, 1976 **Initiation of the Livermore Education Center's First Summer Session:** The fifth building is ready for occupancy and adds an additional 7,707 square feet to be used as classroom and laboratory space. Staff begin planning for the construction of a multi-purpose activities center with showers, a counseling/classroom facility, and an addition

to the Science Center.

- June, 1977 **Community Needs Assessment:** Data report that the Livermore Education Center earned 1,562.06 ADA during its second year of operation, and construction begins on the additional 15,708 square feet of classroom and laboratory space. Mr. Leo Meyer and Consultants are hired to conduct a community needs assessment related to the proposed construction of technical-occupational programs building.
- June, 1978 **Continued Planning:** ADA for the third year of operation hits 1,659.87. In spite of the passage of Proposition 13, the staff, with the aid of faculty and staff at the Hayward campus, begin the planning of a Technical-Occupational Center, classrooms, laboratories, and a large lecture hall to be used for a Little Theater. Because of prospective funding difficulties, the original plans for this complex are reduced to 28,160 square feet rather than the 40,000 originally planned.
- June, 1979 **ADA Reduced:** Because of program reductions, both Chabot campuses experience a drop in ADA. The Livermore Education Center drops to 1,596.18 or a loss of 43.69 ADA from the previous year.
- June, 1980 **ADA Recovers:** The Livermore Education Center recovers from its previous year's drop in ADA and earns 1,696.68, roughly 18.1 percent of total ADA earned in the South County Community College District. The Technical-Occupational Center is ready for occupancy in the Autumn, 1980.
- June, 1981 **Expansion:** With completion of the Technical-Occupational Center, the Livermore Education Center is able to expand its program offerings in several areas and to introduce new programs. ADA earned for the 1980-81 academic year grows to 1,903.90. With the expansion of on-campus classrooms, the Livermore Center discontinues its larger evening offerings at the neighboring high schools; however, it continues its several off-campus sites' single course offerings in the Valley's many business and industrial sites.
- June, 1982 **Further Growth:** Now earning roughly 21.1 percent of the District's ADA at 2,295.67 ADA, the Livermore Center staff plan for the construction of a bookstore to be paid from bookstore profits. The Center, also, becomes one of the founding institutions involved with the development of the Learning, Assessment, and Retention Consortium (LARC) and initiates a campus study on the feasibility of creating a matriculation model for its students.
- June, 1983 **Bookstore:** The bookstore facility nears completion and the Center's ADA climbs to 2,342.57.

- June, 1984 **ADA Reduced:** Program reduction is occurring statewide and the drop in ADA from the previous year is registered at 2,092.70; however, even with this drop in the Center's ADA, its share of total ADA for the District reaches 21.6 percent.
- December, 1984 **CPEC Recognition:** The Livermore Education Center is "grandfathered" as an approved operation by the California Postsecondary Education Commission (CPEC), and thereby becomes eligible to receive State support for appropriate capital outlay projects on the site of its operations.
- June, 1985 **Student Assessment Model:** With the District's decision to eliminate the Alameda County Sheriffs' Department Training Program, and to reduce programs related to the training for Tri-Valley Fire Services (both programs were administered by the Livermore Education Center), ADA drops to 1,992.17 for the 1984-85 academic year.
- The Livermore Education Center's Student Assessment Model is selected by the Chancellor's Office as one of 16 sites for staff visitation. The Model has been in operation since the Autumn of 1983.
- June, 1985 **Additional Trustees Seat:** The South County Community College District Board of Trustees is reconstituted with the awarding of two trustee seats to the Livermore-Amador Valley. Voting for trustees will be changed from at-large representation to that of wards. The additional valley seat will be recognized in the November, 1987 election. The Livermore Education Center prepares for expanding its evening program to Foothill High School.
- June, 1986 **Student Center Construction:** Using a relocatable building format, the construction of a modest student center begins. The current campus lounge structure will be allocated to faculty/staff use (1,280 sq. ft.) and the students will use a 3,200 sq. ft. building for vending machine service, study, and conversation. No food services are available at the Livermore Education Center. For the 1985-86 academic year, ADA grows to 2,160.74.
- July 16, 1986 **Accreditation Request:** As a result of the District's Accreditation report, received in January, 1986, and with the suggested reorganization of the District's administrative structure, the South County Community College Board of Trustees requests the Superintendent-President to prepare a report outlining the criteria needed for separate college accreditation of the Livermore Education Center. The Board's request is based, also, on the valley residents' request for the District to begin a separate college accreditation process for the Livermore Education Center.
- August 5, 1986 **Feasibility Study:** Members of the South County Community College District direct

the Superintendent to investigate and develop a feasibility study to seek separate college accreditation of the Livermore Education Center, and to include all of the potential impacts of such an action.

- September 16, 1986 **Full College Designation:** The South County Community College Board of Trustees passes a resolution (Resolution No. 15-876) to designate the Livermore Education Center as a full service community college campus eligible for State funding of facilities.
- October, 1986 **Student Center Occupancy:** The student center is ready for occupancy; staff begin study on the feasibility of upgrading the Center's telephone system.
- January, 1987 **Learning Resource Center PPG:** Staff submit the Preliminary Planning Guide (PPG) for the learning resource center building project to the Chancellor's Staff. Planning begins on the feasibility of acquiring relocatable buildings to house the faculty. In addition, renovation of Buildings 100 and 700 is discussed.
- April, 1987 **Phone System:** A new telephone system is installed at the Center.
- April 7, 1987 **Full Campus Intentions:** The South County Community College Board of Trustees adopts Resolution No. 28-867: Approval of Intent to Develop the Livermore Education Center as a Full-Service College. Discussions begin with Chancellor's Office staff in order to prepare the writing of a Justification Statement for the requested change in status. Two additional formal discussions with the Chancellor's staff are held in September and October, 1987.
- June, 1987 **ADA for 1986-87:** ADA for the 1986-87 academic year is 2,254.61, 22.6 percent of the ADA earned by the South County Community College District.
- Summer, 1987 **Renovation of Buildings:** The renovation of Buildings 100 and 700 begins. Faculty offices are provided with the addition of 6,174 sq. ft., now bringing total development of the Livermore Education Center to 80,474 square feet.
- September, 1987 **Offices Completed:** Faculty offices are completed for occupancy, and renovation on Buildings 100 and 700 is 95 percent complete.
- November, 1987 **Buildings Completed:** All building projects are completed for occupancy. The Board election produces two new representatives from the Livermore-Amador communities: one from Livermore (Area 7) and one from Pleasanton (Area 5). Five Board members continue their representation from the Union City, Hayward, San Lorenzo, San Leandro, and Castro Valley areas of the South County Community College District.

December, 1987

Preparation of the Justification Statement: Preparation of the Justification Statement for the Chancellor, the Board of Governors, and the Postsecondary Education Commission begins.

October, 1988

College Status: The Board of Governors of the California Community Colleges officially approves Las Positas College as the 107th college of the system.

Source: Chancellor's Office of the California Community Colleges

Appendix C

Letter from Clarence Walter Mangham
to William Storey, February 25, 1991

CALIFORNIA COMMUNITY COLLEGES

1107 NINTH STREET
SACRAMENTO, CALIFORNIA 95814
(916) 449-8752



February 25, 1991

TO: William Storey
Assistant Director, Facilities
California Postsecondary Education Commission
1020 - 12th Street
Sacramento, California 95814

FROM: Clarence Walter Mangham
Dean of Community Colleges
for Facilities Planning *CW Mangham*

SUBJECT: Commission Action on the Status of Las Positas College

This memorandum is being sent to confirm my understanding of our recent telephone conversation in which we discussed the possible timing for taking the Las Positas College item to the Commission. As I understand it, your plan is to request the Commission to take appropriate action at a meeting in late spring or early summer of this calendar year. Such action would complete the steps required for full state recognition of Las Positas College as an approved public community college.

Bill, if I can provide any assistance to you as you prepare for the staff presentation to the Commission, please let me know.

CWM:pb

Appendix D

Las Positas College Master Plan Educational Program
South County Community College District

FINE ARTS COMPLEX

PROGRAM	CURRENT COURSES BEING OFFERED	NEW COURSES TO BE DEVELOPED	CURRENT NUMBER OF COURSE OFFERINGS		COURSE OFFERINGS 1995		COURSE OFFERINGS 2000		COURSE OFFERINGS 2005	
			Day	Evenings	Day	Evenings	Day	Evenings	Day	Evenings
Fine Arts:										
2A	Introduction to Drawing		4	1	6	1	7	2	8	3
2B, 2C	Drawing and Composition		1	1	2	1	2	1	3	
23A-F	Life Drawing		1	1	2	1	3	2	4	2
History:										
6, 8, 11	Art History		3	3	4	3	4	4	5	4
7A-F	Watercolor		0	3	0	4	1	5	1	6
10 A-C	Design		3	0	4	0	5	1	6	1
12 A-F	Painting		3	0	4	0	5	1	6	1
18	Print Making		0	1	0	2	0	3	0	3
20	Landscape Sketching		1	0	2	0	3	0	3	0
30	Introduction to Art		1	1	2	1	3	1	3	2
Graphic Design:										
40	Principles		0	1	0	2	0	3	0	3
41	Graphic Design		0	1	0	1	0	1	0	1
43	Typography		0	1	2	0	3	0	3	0
45	Portfolio		0	1	0	1	0	1	0	1
47	Applied Color		0	1	0	2	0	3	0	3
48	Perspective Drawing		0	1	0	2	0	3	0	3
50	Arts and Crafts		0	1	0	2	0	3	0	3

APPLIED ART

PROGRAM	CURRENT COURSES BEING OFFERED	NEW COURSES TO BE DEVELOPED	CURRENT NUMBER OF COURSE OFFERINGS		COURSE OFFERINGS 1995		COURSE OFFERINGS 2000		COURSE OFFERINGS 2005	
			Day	Evenings	Day	Evenings	Day	Evenings	Day	Evenings
Interior Design:										
10	Creating a Life Space		1	1	1	1	2	1	3	2
12	History of Interiors Composition		1	1	1	1	2	1	3	2
14	Principles/Interior Design		1	1	1	1	2	1	3	2
16	Applied Interior Design		1	1	1	1	2	1	3	2
Architecture:										
62	Home Design		1	1	1	1	1	1	1	1
69	Estimating		1	1	1	1	1	1	1	1

PROGRAM	CURRENT COURSES BEING OFFERED	NEW COURSES TO BE DEVELOPED	CURRENT NUMBER OF COURSE OFFERINGS		COURSE OFFERINGS 1995		COURSE OFFERINGS 2000		COURSE OFFERINGS 2005	
			Day	Evenings	Day	Evenings	Day	Evenings	Day	Evenings
Drama:										
1A, B	Principles of Acting		1	0	1	1	2	1	2	1
3A, B	Improvisation		1	0	1	1	2	1	2	1
5	Children's Theater		0	0	1	1	1	1	1	1
10	Introduction to Dramatic Arts		0	0	1	1	1	1	1	1
28	Physical Movement		0	0	1	1	1	1	1	1
30	Workshops		0	0	1	1	1	1	1	1
31	Principles of Directing		0	0	1	1	1	1	1	1
Choreography:										
40	Introduction to Technical Theater	x								
Technical Theater:										
42	Costume Design/Make-up	x								
44	Stage Lighting and Sound	x								
46	Stage Scenery and Property	x								
47, 48, 49	Theater Production	x								
Dance:										
1	Dance Techniques		0	3	3	3	3	3	3	3
5	Dance Workshop		0	2	2	2	2	2	2	2
6	Dance Production		0	1	1	1	1	1	1	1

PROGRAM	CURRENT COURSES BEING OFFERED	NEW COURSES TO BE DEVELOPED	CURRENT NUMBER OF COURSE OFFERINGS		COURSE OFFERINGS 1995		COURSE OFFERINGS 2000		COURSE OFFERINGS 2005	
			Day	Evenings	Day	Evenings	Day	Evenings	Day	Evenings
Music:										
5	Introduction to Music		4	2	6	4	8	4	10	5
6	Basic Music Skills		2	1	4	2	6	2	8	3
8	Harmony and Musicianship		3	0	3	1	3	1	3	1
10	Chromatic Harmony		0	0	1	1	1	1	1	1
22	Concert Choir		3	3	3	3	4	3	4	3
25	Chamber Choir		3	0	3	1	4	1	4	1
27	Jazz Choir		3	3	3	3	4	3	4	3
30	Vocal Repertoire		3	2	3	2	3	2	3	2
32A-C	Voice		3	1	6	1	9	1	12	2
33	Voice		3	1	6	1	9	1	12	2
31A-C	Piano		3	3	6	3	9	3	12	3
38	Study of Piano		0	0	2	0	2	1	4	1
41	Recorder		0	0	1	1	1	1	1	1
47	Productions		0	2	1	3	1	3	1	3
7	Keyboard Synthesizer		0	0	1	1	1	1	1	1
11A-C	Jazz Improvisation		0	0	1	1	1	1	1	1
15	Jazz Workshop		0	0	1	1	1	1	1	1
17	Brass Ensemble		0	0	1	1	1	1	1	1
34	Woodwinds		0	0	1	1	1	1	1	1
35	Brass Study		0	0	1	1	1	1	1	1
36	Strings		0	0	1	1	1	1	1	1
37	Percussion		0	0	1	1	1	1	1	1
39A-C	Jazz Piano		0	0	1	1	1	1	2	1

Applied Art:

PROGRAM	CURRENT COURSES BEING OFFERED	NEW COURSES TO BE DEVELOPED	CURRENT NUMBER OF COURSE OFFERINGS		COURSE OFFERINGS 1995		COURSE OFFERINGS 2000		COURSE OFFERINGS 2005	
			Day	Evenings	Day	Evenings	Day	Evenings	Day	Evenings
Drafting Technology:										
50/52	Mechanical Drafting/ Machine Drafting		3	3	4	3	4	3	4	3
51A C	Technical Illustration		0	0	1	1	1	1	1	1
53	CAD Drafting		1	1	2	1	2	1	2	1
55	Blueprint Reading		0	1	0	1	1	1	1	1
60A B	Electronic Drafting		1	1	1	1	1	1	1	1
62A B	CAD/CAM		1	1	2	1	2	1	2	2
65A C	Electronic Design Drafting		0	1	1	1	1	1	1	1
	Graphic Communication	x								
	Photography	x								
	Photo Journalism	x								
	Sculpture	x								

HUMANITIES AND SOCIAL SCIENCE COMPLEX

PROGRAM	CURRENT COURSES BEING OFFERED	NEW COURSES TO BE DEVELOPED	CURRENT NUMBER OF COURSE OFFERINGS		COURSE OFFERINGS 1995		COURSE OFFERINGS 2000		COURSE OFFERINGS 2005	
			Day	Evenings	Day	Evenings	Day	Evenings	Day	Evenings
Administration of Justice:										
50	Introduction to Administration of Justice		1	1	1	1	2	1	2	1
54	Investigative Reporting		0	0	1	1	1	1	1	1
55	Introduction to Correctional Science		1	1	1	1	2	1	2	1
59	Child Abuse		0	0	1	1	1	1	1	1
61	Evidence		1	1	1	1	2	1	2	1
62	The Justice System		1	1	1	1	2	1	2	1
63	Criminal Investigation		1	1	1	1	2	1	2	1
70	Community Relations		1	1	1	1	1	1	1	1
72	Crisis Intervention		0	0	1	1	1	1	1	1
87	Reserve Officer Module A		1	1	1	1	1	1	1	1
91A-B	Reserve Officer		1	1	1	1	1	1	1	1
97.3	Gangs, Drugs		1	1	1	1	1	1	1	1

PROGRAM	CURRENT COURSES BEING OFFERED	NEW COURSES TO BE DEVELOPED	CURRENT NUMBER OF COURSE OFFERINGS		COURSE OFFERINGS 1995		COURSE OFFERINGS 2000		COURSE OFFERINGS 2005	
			Day	Evenings	Day	Evenings	Day	Evenings	Day	Evenings
Geography:										
1	Introduction Physical Geography		2	1	3	2	4	2	5	3
2	Cultural Geography		1	0	2	1	3	1	3	2
3	Economic Geography		0	0	1	0	2	1	3	2
12	California Geography		0	0	1	0	1	1	2	1
History:										
4-A B C	Western Civilization		1	1	2	2	2	2	3	3
17A	US History		7	3	8	4	10	4	12	6
17B	US History		6	3	7	4	9	5	10	5
17C	US History		6	3	7	4	9	5	10	5
19	E. Asian History		1	0	1	1	1	1	1	1
23	History of California		3	0	3	2	3	2	4	3
25	American Indian History		2	1	3	3	3	3	4	4
26	History of Slavery US		0	0	1	1	1	1	1	1
28	Frontier West		1	0	1	1	2	1	2	1
45	Modern Russian History		1	0	1	1	2	1	2	1
5	History of England		1	0	1	1	2	1	2	1

PROGRAM	CURRENT COURSES BEING OFFERED	NEW COURSES TO BE DEVELOPED	CURRENT NUMBER OF COURSE OFFERINGS		COURSE OFFERINGS 1995		COURSE OFFERINGS 2000		COURSE OFFERINGS 2005	
			Day	Evenings	Day	Evenings	Day	Evenings	Day	Evenings
Anthropology:										
1	Physical Anthropology		1	1	3	1	4	2	5	2
2	Introduction to Archaeology		1	1	2	1	2	1	2	1
3	Social and Cultural Anthropology		1	1	3	1	3	2	3	1
5	Cultural Pluralism		0	0	1	1	1	1	1	1
Early Childhood Development:										
50	Education and Care (ECD)		1	2	1	3	2	4	3	5
60	Developmentally Disabled		0	1	0	2	0	3	1	3
61	Literature for Young Child		0	1	1	2	1	3	1	3
62	Child, Family and Community		0	1	1	2	1	3	1	3
63-A	ECD Curriculum		0	1	0	2	0	3	1	3
63-B	ECD Curriculum		0	1	0	2	0	3	1	3
64	Play and Play Materials		0	1	1	2	1	2	1	2
65 A-B	Introduction to ECD Administration		0	1	0	2	0	2	1	2

PROGRAM	CURRENT COURSES BEING OFFERED	NEW COURSES TO BE DEVELOPED	CURRENT NUMBER OF COURSE OFFERINGS		COURSE OFFERINGS 1995		COURSE OFFERINGS 2000		COURSE OFFERINGS 2005	
			Day	Evenings	Day	Evenings	Day	Evenings	Day	Evenings
Early Childhood Development:										
67	Infant/Toddler Development		0	1	0	2	0	2	0	2
80	Arts and Crafts/Young		0	1	0	1	1	0	1	0
81	Math/Science/Young Children		0	1	0	1	0	1	0	1
82	Movement Music for Children		0	1	0	1	0	1	0	1
90	Supervised Experience		0	1	1	1	1	2	1	3
95	Work Experience		0	1	0	2	0	3	1	3
Human Growth and Development:										
70	Prenatal to Early Childhood		1	1	1	1	1	1	1	1
71	Childhood and Adolescent		0	1	1	1	1	1	1	1
Economics:										
1A	Micro-Economics		1	1	3	2	3	2	3	2
1B	Macro-Economics		1	1	2	2	3	2	3	2
5	Economic History of U.S.		1	0	1	1	1	1	1	1
10	General Economics		1	1	3	2	3	2	3	3

PROGRAM	CURRENT COURSES BEING OFFERED	NEW COURSES TO BE DEVELOPED	CURRENT NUMBER OF COURSE OFFERINGS		COURSE OFFERINGS 1995		COURSE OFFERINGS 2000		COURSE OFFERINGS 2005	
			Day	Evenings	Day	Evenings	Day	Evenings	Day	Evenings
Fire Science:										
50	Introduction to Fire Science		1	1	2	1	2	1	2	1
51	Fire Science		1	1	2	1	2	1	2	1
52	Personal Fire Science Safety		1	1	2	1	2	1	2	1
53	Fundamentals/Fire Control		1	1	2	1	2	1	2	1
54A	Fundamentals/Fire Prevention		1	1	2	1	2	1	2	1
55A-B	Fire Protect Equipment		1	1	2	1	2	1	2	1
64A-B	Hazardous Materials		1	1	2	1	2	1	2	1
70A-B	Reserve		2	2	3	2	3	2	4	3
71A-B	Fire Command		2	2	3	2	3	2	4	3
72	Fire Service Management		3	3	3	3	3	3	4	3
73A-B	Fire Prevention Officer		3	3	3	3	3	3	4	3
74	Fire Investigation		2	2	3	3	3	3	4	3
75A-B	Fire Instructor		3	3	2	3	3	3	4	3
90A-B	Certification		2	2	2	2	2	2	3	2

PROGRAM	CURRENT COURSES BEING OFFERED	NEW COURSES TO BE DEVELOPED	CURRENT NUMBER OF COURSE OFFERINGS		COURSE OFFERINGS 1995		COURSE OFFERINGS 2000		COURSE OFFERINGS 2005	
			Day	Evenings	Day	Evenings	Day	Evenings	Day	Evenings
Humanities:										
1	Science-EPIC Poetry		4	2	5	2	5	2	6	2
2	Intro. to Phil-Ethics		2	1	2	2	2	2	2	2
3	Myth-Bible-Art		1	2	2	2	2	2	3	2
5	Drama-Filmic Art-Music		2	1	3	1	3	2	4	2
28	Classic Myth		0	0	2	1	2	1	2	2
40	Introduction to Opera		0	1	0	1	0	1	1	1
Philosophy:										
1	General Introduction to Philosophy		2	1	3	1	3	2	4	2
3	Philosophy of Religion		1	1	2		2	2	3	2
4	Theory of Knowledge		2	1	2	1	2	1	3	1
12A-B	Logic		2	1	2	2	3	2	3	2

PROGRAM	CURRENT COURSES BEING OFFERED	NEW COURSES TO BE DEVELOPED	CURRENT NUMBER OF COURSE OFFERINGS		COURSE OFFERINGS 1995		COURSE OFFERINGS 2000		COURSE OFFERINGS 2005	
			Day	Evenings	Day	Evenings	Day	Evenings	Day	Evenings
Political Science:										
1	Introduction to Government		4	2	6	3	7	4	8	4
2	Comparative Government		1	0	1	1	2	1	2	1
3	Introduction to Political Theory		0	0	1	1	1	1	1	1
4	International Politics		0	1	1	1	1	2	1	2
5	Problems in Foreign Affairs		1	1	1	1	2	2	2	2
12	California Local Government		0	0	1	1	1	1	1	1
21	Contemporary Issues		0	0	1	1	1	1	1	1

PROGRAM	CURRENT COURSES BEING OFFERED	NEW COURSES TO BE DEVELOPED	CURRENT NUMBER OF COURSE OFFERINGS		COURSE OFFERINGS 1995		COURSE OFFERINGS 2000		COURSE OFFERINGS 2005	
			Day	Evenings	Day	Evenings	Day	Evenings	Day	Evenings
Psychology:										
1	General Psychology		5	2	6	3	7	3	8	4
2	Psychology Methodology		1	0	1	1	2	1	2	2
3	Individual and Social Psychology		0	0	1	1	1	1	1	1
6	Abnormal Psychology		0	1	1	1	1	1	1	1
30	Psychology in Practice		5	2	6	4	7	4	8	5
33	Personal and Social Adjustment		1	0	2	1	2	1	2	1
43A	Group Dynamics		1	1	2	1	2	2	2	2
Psychology Counseling:										
10	Career/Educational Planning		5	3	6	5	7	5	8	6
11	Interpersonal Relations		3	2	4	3	5	3	6	4
16	College/Mature Woman		3	1	4	2	4	2	5	3
20	College Experience		2	2	4	2	4	2	5	3

PROGRAM	CURRENT COURSES BEING OFFERED	NEW COURSES TO BE DEVELOPED	CURRENT NUMBER OF COURSE OFFERINGS		COURSE OFFERINGS 1995		COURSE OFFERINGS 2000		COURSE OFFERINGS 2005	
			Day	Evenings	Day	Evenings	Day	Evenings	Day	Evenings
Sociology:										
1	Principles of Sociology		3	1	4	1	5	2	6	2
2	Social Problems		1	1	2	1	2	10	3	2
3	Cultural - Racial Minorities		0	0	2	1	2	1	2	1
4	Marriage and Family		3	1	4	3	4	3	5	4
8	Human Sexuality		0	0	1	1	1	1	1	1
11	Femininity/Masculinity		1	0	1	1	2	1	2	1
Religious Studies:										
1	Religions of the World		1	1	1	2	1	2	2	2

69

LANGUAGE AND COMMUNICATION SKILLS CLUSTER

PROGRAM	CURRENT COURSES BEING OFFERED	NEW COURSES TO BE DEVELOPED	CURRENT NUMBER OF COURSE OFFERINGS		COURSE OFFERINGS 1995		COURSE OFFERINGS 2000		COURSE OFFERINGS 2005	
			Day	Evenings	Day	Evenings	Day	Evenings	Day	Evenings
Broadcasting	Programs need to be developed									
English										
X	Basic Skills		46	18	60	25	64	27	70	30
1A	Composition		0	1	0	6	0	6	0	8
1B	Composition		11	6	17	7	21	12	27	15
1C	Research Paper		3	1	5	3	6	4	7	5
1D	Critical Vision		1	0	3	1	3	1	4	2
17	Shakespeare		1	0	1	1	1	1	1	1
42	Craft of Writing		2	1	3	1	3	1	3	1
43	Craft: Poetry		1	1	2	1	2	1	3	1
45	Fiction		1	0	2	1	2	1	3	1
23/27	Folk Lore		1	1	1	1	1	1	2	1
38	West Literature		0	0	0	0	1	1	2	1
54	Fantasy		0	0	1	1	1	1	1	1
70	Report Writing		0	1	0	1	1	1	1	1
101	Develop Writing		0	1	0	3	1	4	1	4
102	Develop Writing		0	1	0	3	1	4	1	4
49	Literary Magazine		3	0	3	0	4	1	4	1
ESL										
110A, B, C	Grammar		0	1	1	1	1	2	2	2
111	Pronunciation/Conversation		0	1	1	1	1	2	2	2
112A, B, C	Reading/Writing		0	1	1	1	1	2	2	2
113	Adv. ESL Reading		0	0	1	1	1	1	1	1

PROGRAM	CURRENT COURSES BEING OFFERED	NEW COURSES TO BE DEVELOPED	CURRENT NUMBER OF COURSE OFFERINGS		COURSE OFFERINGS 1995		COURSE OFFERINGS 2000		COURSE OFFERINGS 2005	
			Day	Evenings	Day	Evenings	Day	Evenings	Day	Evenings
French										
1A	Beginning French		1	0	2	1	2	1	3	2
1B C	Elementary French		1	0	1	1	1	1	1	1
50A C	Conversational French		0	1	1	1	1	1	1	1
German										
1A C	Beginning German		0	0	1	1	1	1	1	1
50A C	Conversational German		0	0	0	1	0	1	0	1
Spanish										
1A	Beginning Spanish		1	0	2	1	2	1	3	2
1B C	Elementary Spanish		1	0	1	1	1	1	1	1
2A C	Intermediate Spanish		0	0	1	1	1	1	1	1
50A C	Conversational Spanish		0	1	1	1	1	1	1	1
50D F	Conversational Spanish		0	1	1	2	1	2	2	3
Italian										
50A C	Conversational Italian		0	1	1	2	1	2	2	3
50D F	Conversational Italian		0	1	1	1	1	1	1	1

PROGRAM	CURRENT COURSES BEING OFFERED	NEW COURSES TO BE DEVELOPED	CURRENT NUMBER OF COURSE OFFERINGS		COURSE OFFERINGS 1995		COURSE OFFERINGS 2000		COURSE OFFERINGS 2005	
			Day	Evenings	Day	Evenings	Day	Evenings	Day	Evenings
Japanese										
50A-C	Conversational Japanese		0	1	1	1	1	1	1	1
50D-F	Conversational Japanese	x								
Russian										
50A-C	Conversational Russian	x	0	0						
Journalism:	Programs that need to be developed	x								
Learning Skills:	Programs that need to be developed	x								

PROGRAM	CURRENT COURSES BEING OFFERED	NEW COURSES TO BE DEVELOPED	CURRENT NUMBER OF COURSE OFFERINGS		COURSE OFFERINGS 1995		COURSE OFFERINGS 2000		COURSE OFFERINGS 2005	
			Day	Evenings	Day	Evenings	Day	Evenings	Day	Evenings
			2	0	6	2	8	4	10	6
Speech										
1	Public Address		11	3	15	6	25	8	27	10
2A B	Oral Interpretation		3	0	3	1	4	1	5	2
5	Readers' Theater		2	0	3	0	3	1	4	1
10	Speech Communications		4	2	6	4	8	6	10	6
49	Forensics		3	0	6	0	8	1	8	1
Audiology										
6A	Sign Language		0	1	1	1	1	1	1	2
6B	Sign Language		0	1	1	1	1	1	1	2
6C	Sign Language		0	1	1	1	1	1	1	2

MATHEMATICS, ENGINEERING, AND SCIENCE COMPLEX

PROGRAM	CURRENT COURSES BEING OFFERED	NEW COURSES TO BE DEVELOPED	CURRENT NUMBER OF COURSE OFFERINGS		COURSE OFFERINGS 1995		COURSE OFFERINGS 2000		COURSE OFFERINGS 2005	
			Day	Evenings	Day	Evenings	Day	Evenings	Day	Evenings
<i>Computer Science</i>										
10	Introduction Programming: BASIC		3	3	4	4	4	4	5	5
15	Advance Programming: BASIC		1	0	1	0	1	1	1	1
17	FORTRAN		1	1	1	1	1	1	1	1
18	Intermediate FORTRAN		0	0	0	1	1	1	1	1
20 A-B	Programming Methods		0	1	1	1	1	1	1	1
21	Computer Organization		0	1	0	1	1	1	1	1
25	"C" Programming		0	1	1	2	1	2	2	2
26	Advance "C" Programming		0	0	0	1	1	1	1	1

PROGRAM	CURRENT COURSES BEING OFFERED	NEW COURSES TO BE DEVELOPED	CURRENT NUMBER OF COURSE OFFERINGS		COURSE OFFERINGS 1995		COURSE OFFERINGS 2000		COURSE OFFERINGS 2005	
			Day	Evenings	Day	Evenings	Day	Evenings	Day	Evenings
Anatomy:										
1	General Human Anatomy		0	0	1	1	1	1	2	1
Biology:										
1A	Principles of Biology		1	0	2	1	2	1	3	2
1B	Experimental Biology		0	0	1	1	2	2	3	2
5	Marine Biology		2	0	2	1	3	2	3	3
10	General Biology		6	3	8	4	8	5	10	6
20	Human Biology		1	1	2	1	3	2	4	3
40	Selected Topics in Ecology		0	0	1	1	1	1	2	1
Botany:										
1	General Botany		1	0	1	0	2	1	2	1
Ecology:										
6	Bay Area Environment		1	0	1	1	2	1	3	2
8	Northern California Environment		1	0	1	1	2	1	3	2
10	Man and His Environment		3	1	4	2	4	3	5	3
10L	Man and His Environment		0	0	1	0	1	1	1	1
40	Selected Topics in Ecology		0	0	1	0	1	1	1	1

PROGRAM	CURRENT COURSES BEING OFFERED	NEW COURSES TO BE DEVELOPED	CURRENT NUMBER OF COURSE OFFERINGS		COURSE OFFERINGS 1995		COURSE OFFERINGS 2000		COURSE OFFERINGS 2005	
			Day	Evenings	Day	Evenings	Day	Evenings	Day	Evenings
Microbiology:										
1	Microbiology		0	0	1	0	1	1	1	1
Physiology:										
1	Introduction to Human Physiology		0	0	1	0	1	1	1	1

PROGRAM	CURRENT COURSES BEING OFFERED	NEW COURSES TO BE DEVELOPED	CURRENT NUMBER OF COURSE OFFERINGS		COURSE OFFERINGS 1995		COURSE OFFERINGS 2000		COURSE OFFERINGS 2005		
Physical Sciences			Day		Evenings	Day	Evenings	Day	Evenings	Day	Evenings
Astronomy											
10	Introduction to Astronomy		3	1	4	2	4	3	5	3	
10L	Introduction to Astronomy (Lab.)		0	0	1	1	1	1	2	1	
1A B	Principles of Astronomy		0	0	1	1	1	1	2	1	
Chemistry											
1A-B	General College Chemistry		3	1	4	1	5	1	6	2	
1C	General College Chemistry		2	1	3	1	3	1	3	1	
12A C	Organic Chemistry		0	0	1	1	2	1	3	2	
30A B	Introduction and Applied Chemistry		1	1	1	1	1	1	2	2	
31	Introduction College Chemistry		2	2	3	3	4	3	5	3	
5	Quantitative Analysis		0	0	1	0	1	0	1	1	
Geology											
10	Introduction to Geology		1	2	2	2	3	2	3	3	
10L	Introduction to Geology (Lab.)		1	0	1	1	1	1	2	1	
11	Geology of the West		0	0	1	1	1	1	1	1	
12	Introduction to Oceanography		0	1	1	2	1	2	1	2	

PROGRAM	CURRENT COURSES BEING OFFERED	NEW COURSES TO BE DEVELOPED	CURRENT NUMBER OF COURSE OFFERINGS		COURSE OFFERINGS 1995		COURSE OFFERINGS 2000		COURSE OFFERINGS 2005	
			Day	Evenings	Day	Evenings	Day	Evenings	Day	Evenings
Physics:										
2A	Introduction to Physics		1	0	2	1	2	1	2	1
2B-C	Introduction to Physics		0	0	1	1	1	1	1	1
4A	General Physics		2	0	2	1	2	1	3	1
4B	General Physics		1	0	2	1	2	1	2	1
4C-E	General Physics		1	0	1	1	1	1	1	1
10	Descriptive Physics		0	1	1	1	1	2	1	2
10L	Descriptive Physics (Lab)		0	0	1	1	1	1	1	1
Engineering:	Program needs to be developed									
Horticulture										
50	Introduction to Horticulture		1	1	1	1	1	1	1	1
51	Shrubs/Trees Identification		1	1	1	1	1	1	1	1
52	Flowers/Vines Identification		1	1	1	1	1	1	1	1
53	Plant Disease/Pest Control		1	1	1	1	1	1	1	1
54	Plant Media and Nutrition		0	1	0	1	1	1	1	1
55	Arboriculture		1	0	1	0	1	1	1	1

PROGRAM	CURRENT COURSES BEING OFFERED	NEW COURSES TO BE DEVELOPED	CURRENT NUMBER OF COURSE OFFERINGS		COURSE OFFERINGS 1995		COURSE OFFERINGS 2000		COURSE OFFERINGS 2005	
			Day	Evenings	Day	Evenings	Day	Evenings	Day	Evenings
Horticulture										
51	Landscape Construction		1	0	1	0	1	1	1	1
60	Landscape Design		0	0	0	0	1	0	1	1
61	Irrigation systems		0	0	0	0	1	0	1	1
62	Floriculture		0	0	0	0	1	0	1	1
63	Nursery Practices		1	0	1	0	1	1	1	1
66	Flower Arranging		1	0	1	0	1	1	1	1
80	Fundamentals of Horticulture		0	1	0	1	1	1	1	1
81	Home Landscaping		0	1	0	1	1	1	1	1
Occupational Health and Safety:										
50	Introduction to Occupational Safety		0	1	1	1	1	1	1	1
60	Industrial Hygiene		0	0	1	1	1	1	1	1
63	Physical Hazards		0	0	1	1	1	1	1	1
64	Physical Hazards		0	0	1	1	1	1	1	1
65	Human Factor		0	1	1	1	1	1	1	1
66	Regulatory Agencies		0	1	1	1	1	1	1	1

PROGRAM	CURRENT COURSES BEING OFFERED	NEW COURSES TO BE DEVELOPED	CURRENT NUMBER OF COURSE OFFERINGS		COURSE OFFERINGS 1995		COURSE OFFERINGS 2000		COURSE OFFERINGS 2005	
			Day	Evenings	Day	Evenings	Day	Evenings	Day	Evenings
Radiation Technology:										
50	Introduction to Nuclear Energy		0	1	1	1	1	1	1	2
60A B	Fundamentals of Radiation		0	1	1	1	1	1	1	2
61	Biological Effects		0	1	1	1	1	1	1	2
62A B	Radiation Hazard Evaluation		0	1	1	1	1	1	1	2
63A B	Radiation Instrumentation		0	1	1	1	1	1	1	2
Vacuum Technology:										
60A B	Elementary Vacuum Concepts		0	2	1	2	1	3	2	3
61	Vacuum Technology		0	2	1	2	1	3	2	3
Graphic Communication:										
10	Program needs to be developed									

MATHEMATICS

PROGRAM	CURRENT COURSES BEING OFFERED	NEW COURSES TO BE DEVELOPED	CURRENT NUMBER OF COURSE OFFERINGS		COURSE OFFERINGS 1995		COURSE OFFERINGS 2000		COURSE OFFERINGS 2005	
			Day	Evenings	Day	Evenings	Day	Evenings	Day	Evenings
Mathematics										
X	Basic Math Skills		39	24	42	30	42	30	44	32
76 (50s)	Basic Math		2	2	5	5	6	5	9	6
66 (51)	Elementary Algebra		2	3	4	5	6	5	9	6
46 (56) (23A-B)	College Algebra		3	3	4	4	6	5	9	6
36 (21)	Trigonometry		2	1	3	2	4	3	5	4
26 (1)	Pre Calculus		2	0	3	1	4	2	5	3
2A-C	Calculus		2	2	3	2	4	2	4	2
2D	Calculus		1	1	1	1	2	1	3	2
4	Differential Equations		1	1	1	1	2	1	3	2
6	Linear Algebra		1	1	1	1	1	1	2	1
7	Vector Functions		0	0	1	0	1	1	1	1
42A-B	Statistics		1	1	1	1	2	1	3	2
12A-B	Logic		0	1	1	1	1	1	1	2
22A-B	Finite Math		0	1	1	1	2	1	2	1

HEALTH, RECREATION, PHYSICAL EDUCATION, AND ATHLETICS COMPLEX

PROGRAM	CURRENT COURSES BEING OFFERED	NEW COURSES TO BE DEVELOPED	CURRENT NUMBER OF COURSE OFFERINGS		COURSE OFFERINGS 1995		COURSE OFFERINGS 2000		COURSE OFFERINGS 2005	
			Day	Evenings	Day	Evenings	Day	Evenings	Day	Evenings
Health										
1	Introduction to Health		13	3	15	5	16	5	17	6
2	Health Issues		0	0	1	0	1	0	1	1
3	Basic Nutrition		0	1	0	1	1	1	1	1
5	Standard First Aid		0	1	1	2	1	3	1	4
6	Advanced First Aid		1	2	2	3	2	3	3	4
7	CPR		2	3	2	3	2	3	3	4
8	Human Sexuality		2	1	3	1	3	1	4	2
55	Healthy Self/Client Relations		0	1	0	1	0	1	1	1
81	EMT (Ambulance)		0	1	0	2	1	2	2	2
95/96	EMT (Ambulance)		0	1	0	2	1	2	2	2
Physical Education										
1 (12 units)	Physical Education Activity		20	4	25	8	30	12	35	15
2 (11 units)	Physical Education Activity		13	9	16	12	20	15	25	18
20	Intro. to P.E.		1	0	1	0	2	0	2	0
22	Tennis Skills Pref.	x								
23	Sports	x								
25	Theory: Football	x								
26	Theory: Football	x								
27	Princ. Coaching	x								
28	Comp. Physical Fitness	x								

PHYSICAL EDUCATION

PROGRAM	CURRENT COURSES BEING OFFERED	NEW COURSES TO BE DEVELOPED	CURRENT NUMBER OF COURSE OFFERINGS	COURSE OFFERINGS 1995	COURSE OFFERINGS 2000	COURSE OFFERINGS 2005
Athletics						
30	Football	x				x
31	Basketball (M)	x		x		
32	Baseball	x			x	
33	Golf (cold)	x		x		
34	Track (M)	x			x	
35	Cross Country (M)	x			x	
36	Swim/Diving (M)	x			x	
37	Wrestling	x				x
39	Soccer (M)	x			x	
40	Basketball (W)	x			x	
41	Softball (W)	x			x	
42	Tennis (W)	x		x		
44	Track/Field (W)	x			x	
45	Cross Country (W)	x		x		
46	Swim/Diving (W)	x			x	
47	Volleyball (W)	x		x		
49	Volleyball (M)	x			x	
	Sports Medicine	x		x		
	Recreation/Leisure Services	x		x		
71L	Backpacking	x			x	
	Soccer (W)	x		x		
	Sports Medicine	x				

TECHNOLOGY CLUSTER

PROGRAM	CURRENT COURSES BEING OFFERED	NEW COURSES TO BE DEVELOPED	CURRENT NUMBER OF COURSE OFFERINGS		COURSE OFFERINGS 1995		COURSE OFFERINGS 2000		COURSE OFFERINGS 2005	
			Day	Evenings	Day	Evenings	Day	Evenings	Day	Evenings
Aeronautics										
80	Private Pilot Ground School		0	1	1	1	1	1	1	2
81	Aeronautical Meteorology		0	1	1	1	1	1	1	2
83	Instrument Procedures		0	1	1	1	1	1	1	2

PROGRAM	CURRENT COURSES BEING OFFERED	NEW COURSES TO BE DEVELOPED	CURRENT NUMBER OF COURSE OFFERINGS		COURSE OFFERINGS 1995		COURSE OFFERINGS 2000		COURSE OFFERINGS 2005	
			Day	Evenings	Day	Evenings	Day	Evenings	Day	Evenings
Automotive Technology			Day	Evenings	Day	Evenings	Day	Evenings	Day	Evenings
40	Auto Service		1	1	1	1	1	1	1	1
42	Auto Air-Conditioning		1	1	1	1	1	1	1	1
46	Auto Tune-up		1	1	1	1	1	1	1	1
61A	Fuel Systems		1	1	1	1	1	1	1	1
61B	Emission Controls		1	1	1	1	1	1	1	1
61C	Computer Controls		1	1	1	1	1	1	1	1
62A.C	Electrics		1	1	1	1	1	1	1	1
65	Brake and Safety		1	1	1	1	1	1	1	1
66	Wheel Alignment		1	1	1	1	1	1	1	1
97	Advance Auto System		1	1	1	1	1	1	1	1

PROGRAM	CURRENT COURSES BEING OFFERED	NEW COURSES TO BE DEVELOPED	CURRENT NUMBER OF COURSE OFFERINGS		COURSE OFFERINGS 1995		COURSE OFFERINGS 2000		COURSE OFFERINGS 2005	
			Day	Evenings	Day	Evenings	Day	Evenings	Day	Evenings
Electronics										
50A	Fundamentals of Electronics		1	2	2	2	2	2	2	3
50B C	Fundamentals of Electronics		1	1	1	1	1	1	1	1
51	Analog-Digital		1	1	1	1	1	1	1	1
52A C	Circuits and Systems		1	1	1	1	1	1	1	1
53A B	Fabrication, Repair		1	1	1	1	1	1	1	1
54A E	Computer System		1	1	1	1	1	1	1	1
54A B	Project Development		1	1	1	1	1	1	1	1
Electronics - Communications:										
55	Telecommunication		1	1	1	1	1	1	1	1
56A C	Telecommunication - Advanced		1	1	1	1	1	1	1	1
Welding										
61A C	ARC Welding		1	1	1	1	1	1	1	1
62A C	TIG Welding		1	1	1	1	1	1	1	1
63	Layout/Fitting		1	1	1	1	1	1	1	1
67A C	Welding Studies		1	1	1	1	1	1	1	1
68	Certification		1	1	1	1	1	1	1	1
70	Introduction to Welding		1	1	2	1	3	1	4	2
97	Selected Topics		1	1	4	1	6	2	8	3

BUSINESS, COMPUTER INFORMATION, AND CONSUMER SERVICES COMPLEX

PROGRAM	CURRENT COURSES BEING OFFERED	NEW COURSES TO BE DEVELOPED	CURRENT NUMBER OF COURSE OFFERINGS		COURSE OFFERINGS 1995		COURSE OFFERINGS 2000		COURSE OFFERINGS 2005	
			Day	Evenings	Day	Evenings	Day	Evenings	Day	Evenings
Accounting:										
1A	Principles Accounting		0	0	3	2	4	4	7	7
1B-C	Principles Accounting		0	1	1	2	2	2	3	3
51	General Accounting		0	0	2	1	2	1	3	2
55	Business Mathematics		1	1	2	2	3	2	4	3
65A	PC Disk Operating System		1	1	2	2	3	2	4	3
65B	LOTUS		1	1	2	2	3	2	4	3
65C	Advanced LOTUS		1	1	1	1	2	2	3	3
XL	Business Math Lab.		4	4	8	8	12	12	18	18

PROGRAM	CURRENT COURSES BEING OFFERED	NEW COURSES TO BE DEVELOPED	CURRENT NUMBER OF COURSE OFFERINGS		COURSE OFFERINGS 1995		COURSE OFFERINGS 2000		COURSE OFFERINGS 2005	
			Day	Evenings	Day	Evenings	Day	Evenings	Day	Evenings
Business										
18	Business Law		1	1	3	2	3	3	4	3
30	Business and Society		0	0	0	0	0	0	1	1
50	Introduction to Business		3	2	4	3	5	4	5	4
52	Business Communications		1	0	1	1	1	2	2	2
53	Business Correspondence		0	0	1	1	1	1	1	1
54	Business Arithmetic		1	0	1	1	2	1	3	2
56	Concepts of Management		0	1	0	1	1	1	1	1
58	Small Business Management		0	0	1	1	1	1	1	1
61	Income Tax Accounting		0	0	1	1	1	1	1	1
63	Cost Accounting		0	0	1	1	1	1	1	1
88 87	Word Processing		3	3	6	6	6	6	6	6

PROGRAM	CURRENT COURSES BEING OFFERED	NEW COURSES TO BE DEVELOPED	CURRENT NUMBER OF COURSE OFFERINGS		COURSE OFFERINGS 1995		COURSE OFFERINGS 2000		COURSE OFFERINGS 2005	
Business Skills:			Day	Evenings	Day	Evenings	Day	Evenings	Day	Evenings
11	Typing		12	6	12	6	12	6	12	6
12	Shorthand		3	3	3	3	3	3	3	3
13	Word Processing		0	3	0	3	1	3	1	3
Computer Information Services:										
50	Introduction to CIS		5	9	8	12	11	15	14	18
55	Software Applications		1	2	2	3	3	3	5	4
85	Basic for Business		1	0	2	1	2	1	3	2
57	Micro Computer: Data Base		0	2	1	3	2	3	3	3
80	Basic for Personal Computer		0	2	2	3	3	3	4	4
60	Advanced Topics		0	1	1	1	1	2	2	3

PROGRAM	CURRENT COURSES BEING OFFERED	NEW COURSES TO BE DEVELOPED	CURRENT NUMBER OF COURSE OFFERINGS		COURSE OFFERINGS 1995		COURSE OFFERINGS 2000		COURSE OFFERINGS 2005	
			Day	Evenings	Day	Evenings	Day	Evenings	Day	Evenings
Fashion Merchandising:			Day	Evenings	Day	Evenings	Day	Evenings	Day	Evenings
50	Introduction to Fashion Merchandising		2	0	2	0	2	1	2	1
55	Introduction to Textiles		2	0	2	0	2	1	2	1
58	History of Fashion		0	0	1	1	1	1	1	1
60	Fashion Image		0	0	1	1	1	1	1	1
61	Advertising and Promotion		1	0	1	1	1	1	1	1
62	Buying Fashions		2	0	2	1	2	1	2	1
63	Contemporary Home Furnishings		0	0	1	1	1	1	1	1
64	Visual Merchandising		2	0	2	1	2	1	2	1
65	Manufacturing Apparel/Access		1	0	1	1	16	1	1	1
66	Fashion Show Production		1	0	1	1	1	1	1	1
68	Fashion Selection/ Coordination		1	0	1	1	1	1	1	1

Hospitality Services: Program needs to be developed

PROGRAM	CURRENT COURSES BEING OFFERED	NEW COURSES TO BE DEVELOPED	CURRENT NUMBER OF COURSE OFFERINGS		COURSE OFFERINGS 1995		COURSE OFFERINGS 2000		COURSE OFFERINGS 2005	
			Day	Evenings	Day	Evenings	Day	Evenings	Day	Evenings
Marketing:			Day	Evenings	Day	Evenings	Day	Evenings	Day	Evenings
50	Introduction to Marketing		2	2	3	3	3	3	4	4
60	Retail Store Management		0	0	1	1	1	1	1	1
61	Salesmanship		0	1	0	1	0	1	1	1
62	Direct Selling		0	0	1	1	1	1	1	1
64	Introduction to Advertising		1	1	1	1	1	1	2	2
65	Retail Buying		0	1	0	1	0	1	1	1
69	Sales Promotion									

PROGRAM	CURRENT COURSES BEING OFFERED	NEW COURSES TO BE DEVELOPED	CURRENT NUMBER OF COURSE OFFERINGS		COURSE OFFERINGS 1995		COURSE OFFERINGS 2000		COURSE OFFERINGS 2005	
			Day	Evenings	Day	Evenings	Day	Evenings	Day	Evenings
Real Estate:			Day	Evenings	Day	Evenings	Day	Evenings	Day	Evenings
80	Real Estate Principles		0	1	1	2	1	3	2	3
81A	Legal Aspects		0	1	1	1	1	1	1	2
81B	Advanced Legal Aspects		0	0	0	1	1	2	1	2
82A	Real Estate Appraisal		0	1	0	1	1	1	1	1
83	Real Estate Finance		0	1	1	2	1	2	2	2
84	Real Estate Practice		0	1	1	2	1	2	2	2
85	Real Estate Economics		0	1	1	1	1	2	1	2
86	Escrow		0	1	1	1	1	2	1	2
87	Real Estate Taxes		0	0	1	1	1	1	1	1
88	Real Estate Property Management		0	0	1	1	1	1	1	1
89	Real Estate Office Administration		0	1	1	1	1	1	1	1

PROGRAM	CURRENT COURSES BEING OFFERED	NEW COURSES TO BE DEVELOPED	CURRENT NUMBER OF COURSE OFFERINGS		COURSE OFFERINGS 1995		COURSE OFFERINGS 2000		COURSE OFFERINGS 2005	
			Day	Evenings	Day	Evenings	Day	Evenings	Day	Evenings
Supervision										
80	Elements of Supervision		0	1	0	2	1	2	1	2
81	Human Relations/Leadership		0	0	1	1	1	1	1	1
82	Behavior in Organizations		0	0	1	1	1	1	1	1
83	Discussion/Conference Leading		0	0	1	1	1	1	1	1
84	Industrial Safety		0	1	0	1	0	1	1	2
85	Labor-Management Relations		0	0	1	1	1	1	1	1
86	Training Programs		0	0	1	1	1	1	1	1
87	Grievances/Arbitration		0	0	1	1	1	1	1	1

PROGRAM	CURRENT COURSES BEING OFFERED	NEW COURSES TO BE DEVELOPED	CURRENT NUMBER OF COURSE OFFERINGS		COURSE OFFERINGS 1995		COURSE OFFERINGS 2000		COURSE OFFERINGS 2005	
			Day	Evenings	Day	Evenings	Day	Evenings	Day	Evenings
Travel & Tourism:										
50	Travel Careers		0	1	0	1	1	1	1	1
51	Domestic Airline Ticket		0	1	0	1	1	1	1	1
52	International Airline Ticket		0	1	0	1	1	1	1	1
54	Domestic Airline Ticket		0	1	0	1	1	1	1	1
55	Inter-Airline Ticket (CRT)		0	1	0	1	1	1	1	1
60	Tourism in No. America		0	1	0	1	1	1	1	1
62	International Tourism		0	1	0	1	1	1	1	1
Work Experience:										
95	Work Experience		2	2	4	4	4	4	5	4
96	Work Experience		2	2	4	4	4	4	5	4

References

Board of Governors of the California Community Colleges. *Conversion of the Livermore Education Center to College Status*. Sacramento: Board of Governors' Agenda Item 7, September 15-16, 1988.

California Postsecondary Education Commission. *Inventory of Approved and Unapproved Community College Centers*. Commission Report No. 84-38. Sacramento: The Commission, December 10, 1984.

--. *Guidelines for Review of Proposed Campuses and Off-Campus Centers*. Commission Report No. 90-9. Sacramento: The Commission, January 1990.

Las Positas College. *Institutional Self Study*. Hayward: South County Community College District, October, 1990.

--. *Las Positas College Master Plan, 1989-2005*. Hayward: South County Community College District, 1989.

MGT Consultants. FINAL REPORT: *Study to Provide Assistance in the Development of a Long-Range Master Plan for New Community College Campuses*. Sacramento: MGT Consultants, September 10, 1990.

CALIFORNIA POSTSECONDARY EDUCATION COMMISSION

THE California Postsecondary Education Commission is a citizen board established in 1974 by the Legislature and Governor to coordinate the efforts of California's colleges and universities and to provide independent, non-partisan policy analysis and recommendations to the Governor and Legislature.

Members of the Commission

The Commission consists of 15 members. Nine represent the general public, with three each appointed for six-year terms by the Governor, the Senate Rules Committee, and the Speaker of the Assembly. The other six represent the major segments of postsecondary education in California.

As of September 1991, the Commissioners representing the general public are:

Lowell J. Paige, El Macero; *Chair*;
Henry Der, San Francisco; *Vice Chair*;
Mim Andelson, Los Angeles;
C. Thomas Dean, Long Beach;
Rosalind K. Goddard, Los Angeles;
Helen Z. Hansen, Long Beach;
Mari-Luci Jaramillo, Emeryville;
Mike Roos, Los Angeles
Stephen P. Teale, M.D., Modesto.

Representatives of the segments are:

Joseph D. Carrabino, Orange; appointed by the California State Board of Education;

William T. Bagley, San Rafael; appointed by the Regents of the University of California;

John F. Parkhurst, Folsom; appointed by the Board of Governors of the California Community Colleges;

Theodore J. Saenger, San Francisco; appointed by the Trustees of the California State University; and

Harry Wugalter, Thousand Oaks; appointed by the Council for Private Postsecondary and Vocational Education.

The position of representative of California's independent colleges and universities is currently vacant.

Functions of the Commission

The Commission is charged by the Legislature and Governor to "assure the effective utilization of public postsecondary education resources, thereby eliminating waste and unnecessary duplication, and to promote diversity, innovation, and responsiveness to student and societal needs."

To this end, the Commission conducts independent reviews of matters affecting the 2,600 institutions of postsecondary education in California, including community colleges, four-year colleges, universities, and professional and occupational schools.

As an advisory planning and coordinating body, the Commission does not administer or govern any institutions, nor does it approve, authorize, or accredit any of them. Instead, it cooperates with other State agencies and non-governmental groups that perform these functions, while operating as an independent board with its own staff and its own specific duties of evaluation, coordination, and planning,

Operation of the Commission

The Commission holds regular meetings throughout the year at which it debates and takes action on staff studies and takes positions on proposed legislation affecting education beyond the high school in California. By law, its meetings are open to the public. Requests to speak at a meeting may be made by writing the Commission in advance or by submitting a request before the start of the meeting.

The Commission's day-to-day work is carried out by its staff in Sacramento, under the guidance of its executive director, Warren H. Fox, who was appointed by the Commission in June 1991.

The Commission publishes and distributes without charge some 30 to 40 reports each year on major issues confronting California postsecondary education. Recent reports are listed on the back cover.

Further information about the Commission, its meetings, its staff, and its publications may be obtained from the Commission offices at 1020 Twelfth Street, Third Floor, Sacramento, CA 95814-3985; telephone (916) 445-7933.

APPROVAL OF LAS POSITAS COLLEGE IN LIVERMORE

California Postsecondary Education Commission Report 91-15

ONE of a series of reports published by the Commission as part of its planning and coordinating responsibilities. Additional copies may be obtained without charge from the Publications Office, California Postsecondary Education Commission, Third Floor, 1020 Twelfth Street, Sacramento, California 95814-3985.

Recent reports of the Commission include:

90-28 State Budget Priorities of the Commission, 1991: A Report of the California Postsecondary Education Commission (December 1990)

90-29 Shortening Time to the Doctoral Degree: A Report to the Legislature and the University of California in Response to Senate Concurrent Resolution 66 (Resolution Chapter 174, Statutes of 1989) (December 1990)

90-30 Transfer and Articulation in the 1990s: California in the Larger Picture (December 1990)

90-31 Preliminary Draft Regulations for Chapter 3 of Part 59 of the Education Code, Prepared by the California Postsecondary Education Commission for Consideration by the Council for Private Postsecondary and Vocational Education (December 1990)

90-32 Statement of Reasons for Preliminary Draft Regulations for Chapter 3 of Part 59 of the Education Code, Prepared by the California Postsecondary Education Commission for the Council for Private Postsecondary and Vocational Education (December 1990)

91-1 Library Space Standards at the California State University: A Report to the Legislature in Response to Supplemental Language to the 1990-91 State Budget (January 1991)

91-2 Progress on the Commission's Study of the California State University's Administration: A Report to the Governor and Legislature in Response to Supplemental Report Language of the 1990 Budget Act (January 1991)

91-3 Analysis of the 1991-92 Governor's Budget: A Staff Report to the California Postsecondary Education Commission (March 1991)

91-4 Composition of the Staff in California's Public Colleges and Universities from 1977 to 1989: The Sixth in the Commission's Series of Biennial Reports on Equal Employment Opportunity in California's Public Colleges and Universities (April 1991)

91-5 Status Report on Human Corps Activities,

1991: The Fourth in a Series of Five Annual Reports to the Legislature in Response to Assembly Bill 1829 (Chapter 1245, Statutes of 1987) (April 1991)

91-6 The State's Reliance on Non-Governmental Accreditation, Part Two: A Report to the Legislature in Response to Assembly Bill 1993 (Chapter 1324, Statutes of 1989) (April 1991)

91-7 State Policy on Technology for Distance Learning: Recommendations to the Legislature and the Governor in Response to Senate Bill 1202 (Chapter 1038, Statutes of 1989) (April 1991)

91-8 The Educational Equity Plan of the California Maritime Academy: A Report to the Legislature in Response to Language in the Supplemental Report of the 1990-91 Budget Act (April 1991)

91-9 The California Maritime Academy and the California State University: A Report to the Legislature and the Department of Finance in Response to Supplemental Report Language of the 1990 Budget Act (April 1991)

91-10 Faculty Salaries in California's Public Universities, 1991-92: A Report to the Legislature and Governor in Response to Senate Concurrent Resolution No. 51 (1965) (April 1991)

91-11 Updated Community College Transfer Student Statistics, Fall 1990 and Full-Year 1989-90: A Staff Report to the California Postsecondary Education Commission (April 1991)

91-12 Academic Program Evaluation in California, 1989-90: The Commission's Fifteenth Annual Report on Program Planning, Approval, and Review Activities (September 1991)

91-13 California's Capacity to Prepare Registered Nurses: A Preliminary Inquiry Prepared for the Legislature in Response to Assembly Bill 1055 (Chapter 924, Statutes of 1990) (September 1991)

91-14 Supplemental Report on Academic Salaries, 1990-91: A Report to the Governor and Legislature in Response to Senate Concurrent Resolution No. 51 (1965) and Supplemental Language to the 1979, 1981, and 1990 Budget Acts (September 1991)

91-15 Approval of Las Positas College in Livermore: A Report to the Governor and Legislature on the Development of Las Positas College -- Formerly the Livermore Education Center of Chabot College (September 1991)